

KENTUCKY DEPARTI
21st Century Community I
Submission Deadline: No

CCLC18 ORIGINAL - 121

Check application type - Must be indicated in order for application to be reviewed.

- ☐ **New Applicant (\$150,000)**
☐ **Continuation Applicant (\$100,000)**
☒ **Expansion Applicant (\$100,000)**

Site to be served by grant (2 sites maximum). If more than one site, each must meet all RFA requirements:

1) William Wells Brown Elementary **DISTRICT DUNS #** 079676854

2) _____

Fiscal Agent Fayette County Public Schools	Co-Applicant Division of Parks & Recreation
Mailing Address (street, city zip code) 1126 Russell Cave Road Lexington, KY 40505	Mailing Address (street, city zip code) 555 E. Fifth St. Lexington, KY 40508
Superintendent/Chief Executive Officer Typed Name: Emmanuel Caulk	Superintendent/Chief Executive Officer Typed Name: Jill C. Wilson
Project Contact <u>Jay Jones, Principal</u>	
Agency <u>William Wells Brown Elementary</u> Telephone No. <u>859.381.4990</u>	
Fax No. <u>859.381.3166</u> Email <u>Jay.jones@fayette.kyschools.us</u>	
District Grant Contact: <u>Susan Decker Davis, GPC</u>	
Telephone No. <u>859.381.4228</u> Email <u>susan.davis@fayette.kyschools.us</u>	

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21st Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved.

Fiscal Agent: Superintendent/Chief Executive Officer

Date

11/20/17

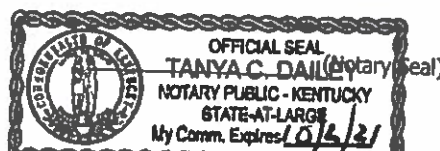
Co-Applicant: Superintendent/Chief Executive Officer

Date

11-16-2017

Notary Public

My commission expires:



Assurances Requirements for Applicant and Co-Applicant

1. The applicant assures it afforded reasonable opportunity for public comment on the application before the program application was submitted and has considered such comments.
2. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427 <http://www.ed.gov/policy/elsec/leg/esea02/index.html>)
3. The applicant must have a Data Universal Numbering System (DUNS) number.
4. Administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.
5. Adopt and use proper methods of administering 21st CCLC, including: the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.
6. Cooperate in carrying out any evaluation of 21st CCLC conducted by or for the Kentucky Department of Education (KDE), the US Secretary of Education or other Federal officials.
7. Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.
8. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with KDE accounting practices.
9. Submit copies of annual external audit as required by KDE if the applicant is a CBO or FBO.
10. Make reports to the KDE and the US Secretary of Education as may be necessary, to enable such agency and the US Secretary of Education to perform their duties and maintain such records, provide such information and afford access to the records as the KDE and the Secretary may find necessary to carry out their responsibilities.

11. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:
 - Ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
 - Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
 - Maintain the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be \$95,000); and
 - Provide documentation of completed federal and state report as required.
12. Comply with provisions of Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.
13. Comply with the following acts of Congress:
 - a. Single Audit Act of 1984
 - b. Civil Rights Act of 1964
 - c. Gun-Free Schools Act of 1994
 - d. Americans with Disabilities Act 1990
 - e. Pro-Children's Act of 1994
14. Comply with the Stevens Amendment.
15. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).
16. Not utilize any federal funds to lobby Congress or any federal agency.
17. Abide by and remain current on collection of and reporting of data.
18. Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.
19. **The school district, as fiscal agent or co-applicant, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection.** (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

20. If a non-governmental agency (CBO or FBO) serves as the fiscal agent, the school district/school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).
21. Meet the minimum number of hours and days as required under program operations.
22. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending.
23. Provide dedicated space in the school(s) served for site coordinator to use daily for program duties and provide dedicated program space in the school(s) served during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities.
24. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly.
25. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. Other funding sources or donations must be secured to provide for the program.
26. Immediately notify KDE of a change of director, site coordinator, or data entry personnel.
27. Allow site coordinators and directors access to 21st Century guidelines and required KDE trainings.
28. Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
29. Provide comparable opportunities for the participation of both public and private school students served by the award.

30. ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS - The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding or pending final report. **Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" and "High Risk" status. Grantees who significantly fail to comply with any term of the grant will be considered "High Risk." Once a grantee enters the "High Risk" status, it may become necessary to hold funds until any critical issues become resolved. A "High Risk" grantee will have four months to become compliant. Failure to become compliant past the timeline of four months will initiate the termination process.**

31. The Kentucky Department of Education, by written notice, may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of "High Risk" non-performance/non-compliance include, but are not limited to, the failure to:

- A. Provide a high quality program with evidence of academic progress;
- B. Implement the program as described in the application;
- C. Serve number of regular attendee students as stated in the application;
- D. Meet the minimum hours of operations (hrs./days/weeks/summer)
- E. Adhere to assigned assurances;
- F. Submit required reports and documentation in a timely manner;
- G. Use funds in a responsible and appropriate manner;
- H. Resolve a non-compliance audit/monitoring finding;
- I. Submit required data within the given timeframe;
- J. Implement a required Corrective Action Plan

32. ASSURANCE REGARDING CONTINUATION OF FUNDING - Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of students, applicants will receive continuation funding for grant years four and five. During year three, KDE will review programs to determine eligibility for an additional two years of funding. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students. **The applicant understands that termination of the grant due to non-compliance, or if applicant withdraws mid-cycle from a successfully funded grant, the applicant will be ineligible to re-apply for a future grant to serve the identified school(s) for the remainder of years in the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may re-apply as a continuation applicant but will be ineligible for any priority points awarded to continuation applicants.**

33. Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application.

Assurances Signature Page

As an official representative of the Fiscal Agent, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

Fiscal Agent Signature and Title

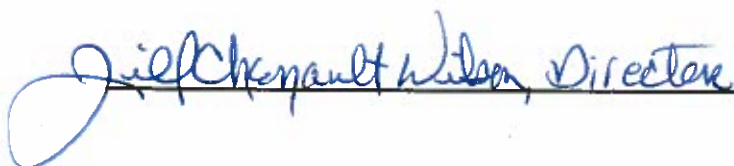


Date

10/28/17

As an official representative of the Co-Applicant, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

Co-Applicant Signature and Title

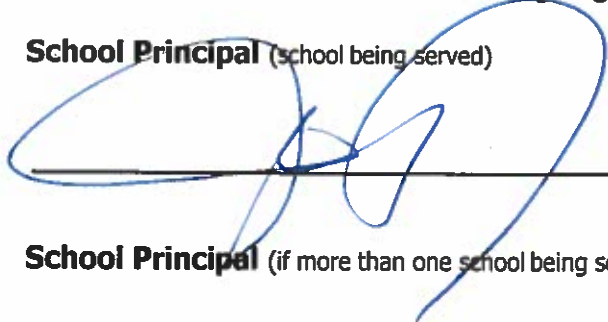


Date

11-16-2017

As an official representative of the School, I certify that I have read this application and all assurances. By signing below I approve of this application, on behalf of the school, will ensure the school adheres to all assurances and pledge my support:

School Principal (school being served)



Date

11-16-17

School Principal (if more than one school being served)

Date

Signed Certifications

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form—LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will;

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in connection any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

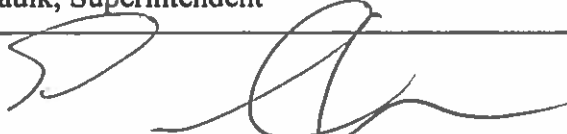
NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Fayette County Public Schools	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Emmanuel Caulk, Superintendent	
SIGNATURE	DATE
	10/20/17

Table of Contents

1: Application Cover Page.....	i
2: Assurances.....	ii
3: Table of Contents.....	vii
4: Project Summary.....	viii
5: Proposal Narrative.....	1
(1) Need for the project.....	1
(2) Quality of Plan.....	5
(3) Project Design.....	13
(4) Collaboration & Partnership.....	18
(5) Evaluation.....	23
(6) Budget.....	26
(5) Priority.....	28
6: Budget.....	29
(6A) Budget Summary.....	29
(6B) Budget Narrative.....	30
7: Attachments.....	41
☞ List of consortium partners.....	42
☞ Job descriptions of key personnel.....	43
☞ Equitable access and participation plan.....	48
☞ Signed Certifications form.....	49
☞ Organizational Capacity Statement Form.....	51
☞ Prior Grantee History/Capacity Form.....	52
☞ US ED APR Summary or APlus Data Summary Report (continuation/expansion).....	54
☞ Program Summary and Abstract.....	58
☞ Site Summary and Abstract.....	60
☞ Co-Applicant Agreement.....	62
☞ Partner Agreements.....	63

21st CCLC Project Summary

Not to exceed three pages

List Program Goals:

1. Increase the academic achievements of regularly participating students.
2. Improve non-cognitive indicators of success for regularly participating students.
3. Increase the number of students attending the program 30 days or more during the academic school year.
4. Increase access to high-quality programming.
5. Increase access to college/career preparation activities for middle and high school students.
6. Increase educational opportunities for parents & families that support academic achievement.

List Program Objectives:

- 1.1. There will be a 10% annual increase in the number of regularly participating students scoring at grade level on the NWEA MAP reading and /or math assessments.
- 1.2. There will be a 10% annual decrease in the number of regularly participating students scoring in the bottom quartile on the NWEA MAP reading and /or math assessments.
- 1.3. Annually, 100% of regularly participating students will participate in weekly STEAM (Science, Technology, Engineering, Arts, & Math) activities
- 2.1. Annually, 85% of regularly participating students will have no more than 2 school SAFE referrals for behavior incidents.
- 2.2. Annually, 95% of regularly participating students will participate in health/wellness activities weekly.
- 3.1. Annually, increase the number of students attending the 21st CCLC program 30 or more days per year.
- 4.1. Utilize high-quality, research- &/or evidence-based programs & strategies for the 21st CCLC.
- 4.2. Annually, 21st CCLC staff participate in high-quality & relevant PD.
- 5.1 Annually, 100% of regularly participating students will participate in at least 4 college/career readiness activities.
- 6.1. There will be a 20% annual increase in the number of parents/family members of participating students who participate in at least 2 school activities annually.
- 6.2. There will be a 20% annual increase in the number of parents/family members of participating students who participate in 2 or more skills building activities, e.g., GED, cooking/nutrition, ESL, and job skills classes.

Describe the participants to be served by the program:

The expanded *Make Things Happen!* 21st CCLC program will serve an estimated 50 of the 140 students enrolled in grades K-2 (plus their families) on an annual basis. Of these 140 students, 100% qualify for free/reduced meals, 72.9% are African American, 12.1% are Hispanic, 6.4% are White, & 10% are two or more races. 11.6% of students qualify as English Language Learners and 16.5% are identified as having disabilities. In 2016-17 only 32.7% of students scored at or above grade level on the Spring MAP math assessment, with 44% of students having scored in the bottom quartile. On the 16-17 Spring MAP reading assessment only 37.5% of students scored at or above grade level, with 52% of students having scored in the bottom quartile. On the 2016-17 KDE Kindergarten Readiness Screener, only 17.6% of Kindergarten students met Readiness benchmarks. 20.5% of adults over 25 in the zip code area do not have a high school diploma/GED, compared to 10% for the county. The unemployment rate of adults over 25 in the area is almost twice that of the county.

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
1.1. There will be a 10% annual increase in the # of regularly participating students scoring at grade level on the NWEA MAP reading & /or math assessments.	Certified teachers; tutors; High quality, research &/or evidence-based reading & math programs; manipulatives, supplies,	Homework help, tutoring; K-3 Reading initiative; providing high-quality, research-based programs After-school & summer programming	Students in grades K – 2 who are scoring below grade level on MAP reading &/or math assessments.	NWEA Measures of Academic Progress (MAP) reading and math scores;	1.1.1. % increase in the # of reg. participating students scoring at or above grade level on MAP reading &/or math assessments.
1.2. There will be a 10% annual decrease in the number of reg. participating	Certified teachers; tutors; High quality, research &/or evidence-based	Homework help, tutoring; K-3 Reading initiative; providing high-quality, research-	Students in grades K – 2 who are scoring in the bottom quartile	NWEA Measures of Academic Progress (MAP) reading and math scores;	1.1.2. The % decrease in the # of reg. participating students scoring

students scoring in the bottom quartile on the MAP reading & /or math assessments.	reading & math programs; manipulatives, supplies,	&/or evidence-based programs After-school & summer programming	in MAP reading &/or math assessments.		in the bottom quartile on MAP reading &/or math assessments.
Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
1.3. Annually, 100% of regularly participating students will participate in weekly STEAM (Science, Technology, Engineering, Arts, & Math) activities	Certified teachers; tutors; Partners	STEAM related activities; After-school & summer programming	All regularly participating students in targeted grades	Activities rosters	1.3. The # of STEAM related activities offered in the 21 st CCLC program
2.1. Annually, 85% of regularly participating students will have no more than 2 school SAFE referrals for behavior incidents.	Mentors, visiting artists, art materials & supplies; musical instruments (e.g. drums, keyboards); sports supplies	Mentoring; anger management; cultural programs; recreation (e.g. basketball) Arts activities, including music & dance	Students in targeted grades with more than 2 or more disciplinary incidents	Student disciplinary & suspension records	2.1.1. The # of SAFE referrals for behavior incidents for regularly participating students
2.2. Annually, 95% of regularly participating students will participate in health/wellness activities weekly.	Certified teachers, Community Partners, research based health/wellness program	Nutrition/Cooking classes, Fitness activities, Recreational activities	All regularly participating students in targeted grades	Activities rosters	2.2.1. The # of students demonstrating improvement on health/wellness via surveys
3.1. Annually, increase the number of students attending the 21 st CCLC program 30 or more days per year.	School staff, Parents, Community Partners, Mentors	Trips to local universities/colleges, field trips to neighborhood historic locations, variety of enrichment and recreational activities	All regularly participating students in targeted grades	Activities rosters	3.1.1. The # of students attending the program for 30 days or more (attendance roster)
4.1. Utilize high-quality, research- &/or evidence-based programs & strategies for the 21 st CCLC.	High-quality, research- &/or evidence-based programs.	The program coordinator will ensure all programs used are research- &/or evidence-based.	All students in targeted grades	Peer-reviewed literature	4.1.1. Documentation as to which programs are used by the program.
4.2. Annually, 21 st CCLC staff participate in high-quality & relevant PD.	School administration, District support staff	Professional development events related to Literacy, Math, and Behavior Management	21 st CCLC staff	PD sign-in sheets and feedback forms (plus/deltas)	4.2.1. The # of 21 st CCLC staff who participate in high-quality, relevant PD.

5.1 Annually, 100% of regularly participating students will participate in at least 4 college/ career readiness activities.		College/career readiness activities & events (college and career day, establishment of a college/career culture)	All regularly participating students in targeted grades	Attendance logs & student reflections	5.1.1. Documentation of activities & the participating students.
Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
6.1. There will be a 20% annual increase in the # of parents/family members who participate in at least 2 school activities annually.	Partners to assist with parent workshops (FRYSC, etc.); child care; materials & supplies;	Parent education workshops on how to participate in your child's education, how to talk to your child's teacher, etc.	Parents / families of participating students	Attendance logs	6.1.1. The # of parents participating in programs.
6.2. There will be a 20% annual increase in the # of parents/family members who participate in 2 or more skills building activities.	Partners to offer ESL, GED, & job skills classes; child care; materials & supplies	ESL classes at the 21 st CCLC site. Family literacy, educational, & cultural programs. Job skills training.	Parents / families of participating students	Attendance logs Parent enrollment & attendance in ESL, job skills classes, etc. & results	6.2.1. The # of meaningful skill building activities offered annually. 6.2.2. The # of families participating in skills- building activities.

Part One: Need

Our school (100% free/reduced school meals per KDE 12/1/2016 qualifying data), in collaboration with our co-applicant, the local government's Division of Parks and Recreation, along with our other partners, propose to expand our *Make Things Happen! 21st* CCLC program, (currently serving grades 3--5) to include grades K-- 2. The center will be accessible after school and in the summer. A variety of educational, cultural, STEAM, and social/emotional programs will be offered in safe, supervised, drug- and violence-free environments. These will address identified needs and help students increase their academic achievement, attain social success, and begin their journey to being college and career-ready. We anticipate 50 additional students will attend 30 times a year and 40 additional family members will participate.

1.1 *Establishes a compelling need for programs & services based on multiple sources of data.*

Multiple sources of data illustrate the compelling need for the program, including Measures of Academic Progress (MAP) assessment data, the Kentucky Kindergarten Readiness Screener, non-cognitive data from Infinite Campus, and the Census Bureau, etc. The identified areas of need included lack of academic success; behavioral issues; lack of safe environments outside of school hours; lack of parent involvement; and 100% of students are from low-income homes.

Table 1. Identified Need	Evidence
32.7% of students scored at or above grade level on the Spring MAP math assessment, with 44% of students having scored in the bottom quartile.	*NWEA MAP Report Spring 2017 MAP Math Scores
On the Spring MAP reading assessment only 37.5% of students scored at or above grade level, with 52% of students having scored in the bottom quartile.	*NWEA MAP Report Spring 2017 MAP Reading Scores
In 2016-17, only 17.6% of Kindergarten students met Readiness benchmarks.	2016-17 KDE Kindergarten Readiness Screener
Behavior issues: 15% of total student population had 2 or more office discipline referrals during the 16-17 school year.	Number of office discipline referrals – student database

There are higher than average rates of crimes against people, crimes against property & very high rates of rape & robbery in this zip code area.	http://www.relocationessentials.com
The average household income in this zip code is less than half the average for the county.	https://www.incomebyzipcode.com
Families with low-incomes have restricted access to academic, social, health, & recreational opportunities. About 35% of residents live below the poverty level in this zip code area, nearly twice that of the county (19%).	100% of students qualify for F/R meals (KDE 12/1/2016 qualifying data) Census Bureau data
Students need to develop college/career awareness; many students will be 1 st generation college	www.city-data.com
20.5% of adults over 25 in the zip code area do not have a high school diploma/GED, compared to 10% for the county.	www.city-data.com
11.6% of students are eligible for ESL services	Student database
The unemployment rate in the zip code area is almost twice that of the whole county.	www.city-data.com

1.2. Describes the participants to be served by the project

The expanded *Make Things Happen!* 21st CCLC program will serve an estimated 50 of the 140 students enrolled in grades K-2 (plus their families) on an annual basis. Of these 140 students, 100% qualify for free/reduced meals, 72.9% are African American, 12.1% are Hispanic, 6.4% are White, & 10% are two or more races. 11.6% of students qualify as English Language Learners and 16.5% are identified as having disabilities. In 2016-17 only 32.7% of students scored at/above grade level on the Spring MAP math assessment; 44% of students scored in the bottom quartile. On the 16-17 Spring MAP reading assessment only 37.5% of students scored at/above grade level; 52% of students scored in the bottom quartile. On the 2016-17 KDE Kindergarten Readiness Screener, only 17.6% of incoming Kindergarten students met Readiness benchmarks.

1.3. How the original 21st CCLC program addressed & remedied risk factors & how the proposed expansion will enhance efforts.

We have worked hard to address the risk factors impacting the students in our current program. Our program provides a safe and structured environment for our students. The program is staffed by certified teachers who are trained to deliver high quality instruction and trained in the programs used. Local college students and professionals volunteer to work with and mentor our students as well as provide opportunities for college and career exploration. The following table illustrates the direct

connections between the expanded programs and services that will address/remedy the risk factors for students in grades K - 2 (as identified in section 1.2.), as well as current strategies being used by the Center to serve students in grades 3 – 5.

Table 2 Strategies Designed to Address/Remedy Risk Factors	
Current Strategies to Address/Remedy Risk Factors in Grades 3 - 5	Expansion Strategies to Address/Remedy Risk Factors in Grades K – 2
Identified Risk Factors: Low academic achievement	
Reading and math instruction/intervention; K-3 Reading Initiative; tutoring, homework help; summer programming	Reading and math instruction/intervention; K-3 Reading Initiative; tutoring, homework help; summer programming
Identified Risk Factors: High numbers of behavioral issues; Lack of opportunity to participate in health/wellness activities	
21 st CCLC Positive Behavior Recognition System	Enrichment activities, social/emotional learning program
21 st CCLC Health and Fitness Rotation	Health/wellness activities; Kinesthetic activities
Identified Risk Factors: High levels of crime in the neighborhood	
21 st CCLC Center is open 12 hours per week, providing safe, drug/violence free environments at the school & co-applicant sites	21 st CCLC Center is open 12 hours per week, providing safe, drug/violence free environments at the school & co-applicant sites
Identified Risk Factors: Limited access to educational, recreational, & technology opportunities.	
21 st CCLC partnerships with community organizations as well as with the co-applicant	Provide high-quality, research- &/or evidence-based programs, implemented by a highly-trained staff
Identified Risk Factors: Many students have little awareness of college/career opportunities	
21 st CCLC visits to local colleges/universities, Partnership with groups at local universities	Mentoring, College/Career awareness activities Intervention groups for literacy, math instruction, mentoring groups, social skills instruction
Identified Risk Factors: low levels of parent involvement; high employment & low educational attainment in school area	
Family Nights with Living Arts and Science Center, Family Nights with Nerd Squad Science Program, Partnership with Community Center on family nights	Parent educational workshops, e.g., how to meet with teachers, how to use the Infinite Campus (IC) parent portal, etc. Referrals to educational programs; financial literacy and job skills workshops

1.4. Establishes a clear link between identified needs and expected outcomes.

The link between the identified needs of our school and the expected outcomes are the 21st CCLC programs and services as described in the table below.

Table 3 Links Between Identified Needs & Expected Outcomes		
Identified Need: Low academic achievement		
Identified Local Needs	Strategies for Change	Outcomes

32.7% of students scored at or above grade level on the Spring 2017 MAP math assessment; 44% of students scored in the bottom quartile.	Math instruction &/or intervention; tutoring, homework help;	Students complete & turn in homework on time. Students improve reading, math skills. Increase in MAP assessment scores; Reduction in scoring below grade level.
37.5% of students scored at or above grade level on the Spring 2017 MAP reading assessment; 52% of students scored in the bottom quartile	Reading instruction &/or intervention; K-3 Reading Initiative; tutoring, homework help;	Students complete & turn in homework on time. Students improve academic skills. Increased academic success;
On the 2016-17 KDE Kindergarten Readiness Screener, only 17.6% of Kindergarten students met Readiness benchmarks.	Reading & math instruction &/or intervention; K-3 Reading Initiative; tutoring, homework help;	Students complete & turn in homework on time. Students improve reading, math skills. Increase in MAP assessment scores; Reduction in scoring below grade level.
Few opportunities for students to experience hands-on STEAM activities.	Partners providing STEM & STEAM programs	Students participate in hands-on STEAM activities and projects. Students perform/demonstrate learning of STEAM, including NGSS
Identified Need: Social/emotional (non-cognitive) development		
High numbers of SAFE referrals for behavioral issues	Social/Emotional Development Program, Mentoring	Fewer disciplinary issues; less classroom disruption Increased academic & social success
A large percentage of students don't participate in daily physical activity & have a low level of dietary knowledge	Cooking & nutrition classes, intramural activities	Students participate in health/wellness activities during program hours and are able to implement learned content in the home.
Identified Need: Supervised safe, violence/drug free environment after school		
High crime rate in school community neighborhoods	21 st CCLC Center is open 12 hours per week, providing safe, drug- & violence-free environment	Students attend 21 st CCLC at least 30 times during the school year. Students spend 12 hrs./wk. in a safe environment
Identified Need: Access to high quality programming at the 21st CCLC program		
Low-income families have restricted access to opportunities-- 100% of targeted students qualify for F/R	Provide high-quality, research-/ evidence-based programs provided at school & co-applicant sites; highly-trained staff	Students participate in Center programs & activities. Students attend 21 st CCLC at least 30 times during the school year.
Identified Need: Many students have little awareness of college/career opportunities		
Students need to develop college/career awareness; many students will be 1 st generation college	Develop a CCR foundation: academic progress, regular school attendance, good behavior; college/career awareness activities	Students develop foundations for college/career readiness. Students develop a college/career mindset.
Identified Need: Educational opportunities for parents & families		
Lack of family engagement in students' education.	Skill-building activities will facilitate engagement in students' education.	Parents attend workshops. Parents attend events, use IC/ Parents are more involved in their child's education

Low educational attainment & low household income in the zip code area.	Referrals to educational programs; financial literacy workshops	Parents increase educational attainment; parents increase financial literacy skills
High unemployment rate in the zip code area	Job skills workshops	Parents enroll in job skills workshops/ classes. Parents qualify for higher paying jobs

1.5. *If the fiscal agent is not a school district:* The school district is the fiscal agent.

Part Two: Quality of Plan

Expanding our 21st CCLC program will facilitate academic success and positive social growth for regularly participating students by offering a variety of programs and services, including educational, social, and recreational in safe, supervised, drug-free and violence-free environments, accessible on a regular basis outside of school hours.

2.1. *Sets clearly developed and measurable goals, objectives, and outcomes aligned with, but not limited to, the goals of the KDE 21st CCLC program goals.*

Measurable objectives and outcomes have been developed as described below.

Table 4. Goals, Objectives, & Outcomes	
<i>Goal 1: Increase the academic achievements of regularly participating students.</i>	
Objectives	Outcomes
1.1. There will be a 10% annual increase in the number of regularly participating students scoring at grade level on the NWEA MAP reading and /or math assessments.	Students complete & turn in homework on time. Students improve reading skills. Increase in MAP scores; Reduction in novice/apprentice scores.
1.2. There will be a 10% annual decrease in the number of regularly participating students scoring in the bottom quartile on the NWEA MAP reading and /or math assessments.	Increased student success. Students have the credits to advance a grade. Increased number of students graduating on time.
1.3. Annually, 100% of regularly participating students will participate in weekly STEAM (Science, Technology, Engineering, Arts, & Math) activities.	Student interest in STEM areas increases. Increase in MAP & K-PREP scores in math & science
<i>Goal 2: Improve non-cognitive indicators of success for regularly participating students.</i>	
2.1. Annually, 85% of regularly participating students will have no more than 2 school SAFE referrals for behavior incidents.	Fewer disciplinary issues. Increased academic & social success
2.2. Annually, 95% of regularly participating students will participate in health/wellness activities weekly.	Students increase knowledge, are physically active Increased student health
<i>Goal 3: Increase the number of students attending the program 30 days or more during the academic school year.</i>	
3.1. Annually, increase the number of students attending the 21 st CCLC program 30 or more days per year.	Students attend 21 st CCLC. Students attend at least 30 times during the school year.
<i>Goal 4: Increase access to high quality programming.</i>	

4.1. Utilize high-quality, research- &/or evidence-based programs & strategies for the 21 st CCLC.	Students participate in activities. Students report higher levels of engagement via surveys.
4.2. Annually, 21 st CCLC staff participate in high-quality & relevant PD.	STEM programming, required 21 st CCLC training. Programs implemented with fidelity
Goal 5: Increase access to college/career preparation activities for middle & high school students.	
Objectives	Outcomes
5.1. Annually, 100% of regularly participating students will participate in at least 4 college/career readiness activities.	Students learn about college & careers. Students meet benchmarks for college/career readiness;
Goal 6: Increase educational opportunities for parents & families that support academic achievement.	
6.1. There will be a 20% annual increase in the # of parents/family members of participating students who participate in at least 2 school activities annually.	Parents attend workshops. Parents attend events, use IC. Parents are more involved in their child's education
6.2. There will be a 20% annual increase in the # of parents/family members of participating students who participate in 2 or more skills building activities.	Parents enroll in ESL&/or other educational programs; parents enroll in job skills workshops. Parents attain a GED. Parents qualify for higher paying jobs. Families eat healthier. Financial literacy skills

2.2. The activities & services support the program's goals, objectives, & outcomes.

The table below explains **how** the proposed activities and services support the program's goals, objectives, and outcomes as described in Part 2.1.

Table 5. How Activities & Services Support Goals, Objectives, & Outcomes

Goal 1: Increase the academic achievements of regularly participating students.

All of the activities & services below support increased student academic achievement.

- The Center will use the same reading & math programs as those used during the school day. This will provide alignment & consistency as well as extending instruction &/or intervention time for students who are below grade level.
- The K-3 Reading Initiative, using Reading Recovery & CIM, will help ensure that students exit grade 3 reading on grade level.
- Homework help & tutoring will provide students with the time & assistance needed to complete & understand school assignments.
- The Art Explorers program will provide art activities that connect with & support the development of literacy and math skills.

Goal 2: Improve non-cognitive indicators of success for regularly participating students.

All of the activities & services below support increased student non-cognitive achievement.

- Mentoring will allow students to form trusting, appropriate relationships with a caring adult.
- The social/emotional learning activities will teach identified students who struggle with behavior issues how to make better choices & how to appropriately handle frustration & disappointment.
- Cooking & nutrition classes will help students develop healthy habits & important skills.
- The Art Explorers program will help build confidence & self-esteem for students by providing dynamic setting for collaborative exploration, discovery, creativity & non-competitive success.

Goal 3: Increase the number of students attending the program 30 days or more during the academic school year.

All of the activities & services below support increasing student attendance at the Center.

- Center is open 12 hours/week during the school year & during the summer for 4 weeks, providing access to students more than 30 days annually.
- Our Community Center co-applicant is open on a year around basis

Goal 4: Increase access to high quality programming.

All of the activities & services below support access to high quality programming at the Center.

- Students will receive research-based reading & math interventions delivered by certified educators. Student will have access to homework support by certified educators.
- Extensive PD provided for Center staff will ensure that the program is implemented with fidelity by highly-qualified personnel.

Goal 5: Increase access to college/career preparation activities for middle & high school students.

All of the activities & services below support student college/career preparation.

- The Center will help create a college/career culture for students by having volunteers discuss the colleges they attended as well as their current careers. College students will discuss positive aspects of college life.
- Intervention groups for literacy, math instruction, mentoring groups, social skills instruction

Goal 6: Increase educational opportunities for parents & families that support academic achievement.

All of the activities & services below support increasing parent engagement & increased educational opportunities for parents & families.

- The following workshops will be provided for parents/family members: 1) Promoting Literacy in the home, 2) Promoting math skills at home, 3) Promoting healthy eating & wellness at home, 4) Financial Literacy for parents & families, 5) Community resources to support student success, & 6) Promoting the Arts in the home.
- Partners will provide additional activities for parents & families including cooking healthy meals.

2.3. Describe connections between program offerings and the Kentucky Academic Standards in Math, Language Arts, Science and other core content areas.

The project coordinator will be the liaison between the program and the school and will continuously strive to ensure that program offerings are directly aligned with the classroom, the Kentucky Academic Standards, and the NGSS. Our school uses the Kentucky Core Academic Standards in Math and Reading in classroom instruction and we are integrating Next Generation Science Standards (NGSS) into the curriculum. Tutoring and Homework help are the main academic offerings of our *Make Things Happen!* 21st CCLC program, providing direct links between the program and Kentucky Core Academic Standards (KCAS). For example, the program will utilize Jan Richardson's *Next Steps in Guided Reading Program*, which is aligned with the KCAS Reading standards and evidenced based. *Next Steps in Guided Reading* is aligned to the elementary KCAS. It specifically addresses KCAS through its focus on literal comprehension, summarizing, determining the central idea of a text, character analysis, vocabulary, text features, and comparing/contrasting as well as evaluation of text.

2.4. Describes how the program will Improve K-3 reading proficiency.

The expanded *Make Things Happen!* 21st CCLC program will improve the reading proficiency of regularly participating students by implementing the *Next Steps in Guided Reading* Program with participating students in grades K-3. This high quality, evidence-based program is designed to provide small group literacy support for students at their reading level. The goal of the program is to bring students to grade level achievement in reading by providing instruction in phonics, phonemic awareness, comprehension, fluency, and vocabulary (the 5 essential components of reading).

Regularly participating students are expected to obtain reading gains beyond a year or more. This program aligns with the current literacy programs at our school, (*Reading Wonders, Leveled Literacy Intervention, Reading Recovery, Leveled Reading, Ortin Gillingham*). *Leveled Reading* focuses on small group instruction. Instruction is differentiated based on student Developmental Reading Levels (DRA). This model allows students to be given instructional support on their specific needs, accelerating their progress. The goal is to help students develop reading strategies they can apply independently.

Our Read to Achieve (RTA) Intervention Teacher will provide additional literacy instruction to participating students. The teacher has received significant training in Reading Recovery and CIM. Reading Recovery is an intervention for individual students struggling with reading and writing, while CIM is focused on interventions for small groups of students.

2.5. *Describes how the activities and services meet the “principles of effectiveness.”*

The academic enrichment services provided by the school and its partners will offer a variety of academic enrichment programs and services. The services provided to family members will include educational programs and services. Parents will also be

provided or referred to services by the school's Family Resource Center and other community agencies. All of these services meet the principals of effectiveness:

- **Objective Data Assessment:** School administrators, faculty and staff, district-level personnel, and partner representatives have assessed a variety of data to identify student academic and non-cognitive needs. Please reference sections the program summary and Part 1.
- **Performance Measures:** A number of performance measures have been designed to determine the effectiveness of goals, objectives, and activities planned to address identified needs. These measures examine changes demonstrated by students and their families, as well as program quality.
- **Research/Evidence Based:** The safe, supervised drug-free and violence-free locations will enhance the effectiveness of the research/evidence based academic services. Research/evidence supporting specific programs/strategies that will be used by our school's 21st CCLC is included below.

Table 6 Research/Evidence	
Activity/Program	Research
<i>Next Steps in Guided Reading Program</i>	"Data were collected on students in a Title I school with 72% free and reduced lunch and 50% English Language Learners (ELL). In December, students began guided reading. Students achieved a mean gain of 3.7 benchmark levels.... First Grade: Students achieved a mean gain of 7.0 benchmark levels....Second Grade: Students achieved a mean gain of 6.1 benchmark levels...." https://www.literacyfootprints.com/literacy-footprints-a-research-based-guided-reading-system/
<i>Reading Recovery</i>	Consistent data for over 30 years and over 100 studies document the benefit of <i>Reading Recovery</i> .
Our partner's out-of-school time STEAM programs	Our arts/sciences partner regularly collects evaluations for its programs & has gathered qualitative evidence indicating its after-school STEAM programming significantly improves arts & STEM engagement & other non-cognitive indicators of success.
Out-of-school time programs offering STEM & Arts activities	Multiple studies indicate that out-of-school programs providing first-hand exploration & learning opportunities in STEM & the arts can lower conduct & emotional problems for at-risk, low-performing students, & improve performance in reading & math. (https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf).

2.6. The process to be used for linking program activities and curriculum to school day learning.

The *Make Things Happen!* 21st CCLC Center will continue to use multiple ways to ensure that activities and curricula link to the school day. It will support students' regular coursework through daily review and assistance with students' homework. Reading and Math intervention programs are the same as those used during the school day. Perhaps most importantly, the Center employs certified teachers from the school,

providing continuity for participating students. Students may have their current teacher, one from a previous grade, or one they will have the next academic year.

Our teachers have participated in professional development to support literacy instruction in our school. Trainings have included Jan Richardson's *Next Steps in Guided Reading, Reading Mastery, Corrective Reading, and Reading Recovery*. The 21st CCLC program will provide additional application of learned strategies by trained staff. In addition to the school day *Guided Reading* block, students will be grouped based on their Developmental Reading Level for instruction in the after-school program. This will allow additional time in text to build upon the five essential components of reading (phonics, phonemic awareness, comprehension, fluency, and vocabulary).

The program coordinator will serve as the liaison between the co-applicant, community partners, and the school to ensure that all services and activities align to promote academic success.

2.7. *The plan for communicating with school day teachers on a daily basis.*

The program coordinator will assemble basic information regarding the center, including its purpose, the days and hours of operation, the programs and services to be offered, and the high quality, evidence- and research-based programs that will be utilized, as well as the co-applicant and partners involved. This will be presented to the K—2 teachers via written document as well as through face-to-face discussion at faculty meetings. Individual teachers will be polled to determine their preferred method of communication (email, mailbox, text, etc.). The 21st CCLC program coordinator will maintain ongoing communication via email and face-to-face meetings with classroom teachers regarding participating students' academic needs.

2.8. *Clearly connects proposed programs & services to identified needs of students & families*

The following table illustrates the direction connections between the programs and services that will ameliorate the identified needs.

Table 7 Connecting Proposed Programs/Services to Identified Needs

Identified Need: Low academic achievement

Proposed Programs/Services	Identified Needs of Students/Families
Math instruction &/or intervention; tutoring, homework help;	32.7% of students scored at or above grade level on the Spring 2017 MAP math assessment; 44% of students scored in the bottom quartile.
Reading instruction &/or intervention; K-3 Reading Initiative; tutoring, homework help;	37.5% of students scored at or above grade level on the Spring 2017 MAP reading assessment; 52% of students scored in the bottom quartile
Reading & math instruction &/or intervention; K-3 Reading Initiative; tutoring, homework help;	On the 2016-17 KDE Kindergarten Readiness Screener, only 17.6% of Kindergarten students met Readiness benchmarks.
The after-school Arts Explorers will involve students in STEAM exploration, discovery & creativity through participatory, hands-on multidisciplinary sessions.	Few opportunities for students to experience hands-on STEM activities.

Identified Need: Social/emotional (non-cognitive) development

Social/Emotional Development Program, Mentoring, Expressive & communicative art forms reduce stress & provide alternative tools for communication.	High numbers of SAFE referrals for behavioral issues
Cooking & nutrition classes, intramural activities, kinesthetically based activities	A large percentage of students have low levels of dietary knowledge

Identified Need: Supervised safe, violence/drug free environment after school

21 st CCLC Center is open 12 hours per week, providing a safe, drug/violence free environment	High crime rate in school community neighborhoods
--	---

Identified Need: Access to high quality programming at the 21st CCLC program

Provide high-quality, research-/ evidence-based programs provided at school & co-applicant sites; highly-trained staff	Low-income families have restricted access to opportunities-- 100% of targeted students qualify for F/R
--	---

Identified Need: College/career preparation activities

Mentoring, College/Career awareness activities	Students have little college/career awareness; many students will be 1 st generation college. High neighborhood unemployment rate
--	--

Identified Need: Educational opportunities for parents & families

Skill-building activities will facilitate family engagement in students' education.	Lack of family engagement in students' education.
---	---

Financial Literacy programs, referrals to GED & other educational programs; Job skills workshops.	Low education attainment & high unemployment rate in the zip code area.
---	---

2.9. The program will increase CCR awareness & will support a college/career-ready culture

The elementary level is where the foundations for future academic success and college/career readiness are built; the essence of the *Make Things Happen!* 21st CCLC program is increasing student academic achievement. But there are other key elements, including creating a college/career-ready culture for the students at the school. There is not a college/career culture for the majority of students, most students cannot see themselves in either a college or career role. 20.5% of adults over 25 in the school's zip code area do not have a high school diploma/GED; and the unemployment rate of adults over 25 is almost twice that of the county. The program will ameliorate this by helping change this vision for students. Volunteers from businesses, and industry will discuss careers with students to help make the connection between classes at the elementary level and a career for their future. Other volunteers from our university partner and our feeder high school will mentor students about college readiness.

2.10. How staff will be recruited, retained, & provides a definite timeline for PD.

As this proposed program is an expansion of the current *Make Things Happen!* 21st CCLC grant, the program coordinator is already employed. The district's human resources department posts all 21st CCLC program positions; state and district policies and procedures will be followed in the hiring process. For example, all applicants will provide resumes, undergo background checks, and have references checked, etc. All staff are paid via the district's Board approved annual Salary Schedule and receive the same benefits as other district employees. The co-applicant and partners will be asked to publicize all 21st CCLC positions. Staff retention will be enhanced via the PD provided and support from all of the partners as well as the pay scale and benefits.

After-school and summer staff (certified teachers and paraprofessionals) will be recruited from the school as much as possible for multiple reasons, including, 1) providing a strong connection between the school day and out-of-school-time activities, 2) providing continuity for students, and 3) providing opportunities for teachers and students to develop trusting, mentoring relationships. However, staff will be scheduled so that little to no overtime pay will ever be required. Staff and volunteers from the partners will be offered PD opportunities, as appropriate. This will help build capacity, increase the number of people willing to volunteer, and enhance the quality of the programs and services offered. Project and partner staff members, as indicated, will attend school level and all state required PD including, but not limited to:

Table 8. Professional Learning Activities for Staff Members			
Topic	Staff Attending	Connection to Goals / Objectives / Activities	Timeline
Level I - 21 st CCLC program orientation 2 days (2 staff) (1x)	Program manager / Key Staff,	All goals, obj., activities	Completed
Statewide or regional trainings (2- 4 days) annually (2 staff)	Program manager / Key Staff, / Co-Applicant	All goals, obj., activities	Yrs. 1-5
Directors' meeting annually (2 staff)	Program manager	All goals, obj., activities	Yrs. 1-5
APLUS Data training(s) (2 staff)	Program manager / Key Staff,	All goals, obj., activities	Year 1
Multi-State Conference 3 days annually	Program manager / Key Staff,	All goals, obj., activities	Yrs. 1-5
Other PD will include opportunities such as the ones listed below; anticipated selecting one per year			
Mentoring	Program manager / Key Staff,	All goals, obj., activities	Yrs. 1-5
Summer learning	Program manager / Key Staff,	All goals, obj., activities	Yrs. 1-5
National Afterschool Conference	Program manager / Key Staff,	All goals, obj., activities	Yrs. 1-5
You4Youth (Y4Y)	Program manager / Key Staff	All goals, obj., activities	Yrs. 1-5

Part Three: Project Design 27 points 4.9 pages

3.1. Describe experience with implementing an afterschool / out-of-school time program.

Our school currently has the *Make Things Happen!* 21st CCLC program, serving grades 3--5. Our co-applicant, the local Division of Parks and Recreation has earned accreditation through the Commission for Accreditation of Parks and Recreation Agencies (CAPRA) and the National Recreation and Park Association (NPRA). It

operates extensive programs in community centers in neighborhoods across the city. The Division of Parks and Recreation operates state-licensed child care centers at multiple schools in the district. The Community Center and licensed child care program at this school have been in operation for nearly 10 years. The district and its schools have operated before/after school and summer programs for well over 20 years, including multiple 21st CCLC programs. As a result, the district has a number of experts who are available for consultation.

3.2. Describes the extent to which programs & services will be provided for students & families.

Our 21st CCLC program will meet 4 days per week after school for at least 12 hours per week during the school year and for a minimum of 120 hours during the summer break using either a 4 or 5-week session schedule. The hours of the 21st Century CCLC program are **2:40 PM to 5:40 PM**, Monday through Thursday. Please see the schedule of activities below. The school year program will begin no later than 3 weeks after the start of the school year and will conclude no sooner than 2 weeks prior to the last day of the school year. Please see the Program Summary for more detail.

Table 9. Anticipated Daily Schedule							
	2:40 – 2:55	2:55-3:28	3:28-4:01	4:01-4:34	4:34-5:07	5:07-5:40	Grade
Monday	Snack	Homework	Wellness	Enrichment	Math	Literacy	K
	Snack	Homework	Enrichment	Math	Literacy	Wellness	1 st
	Snack	Homework	Math	Literacy	Wellness	Enrichment	2 nd
	Snack	Homework	Literacy	Wellness	Enrichment	Math	Mixed
Tuesday	Snack	Homework	Literacy	Wellness	Enrichment	Math	K
	Snack	Homework	Math	Literacy	Wellness	Enrichment	1 st
	Snack	Homework	Enrichment	Math	Literacy	Wellness	2 nd
	Snack	Homework	Wellness	Enrichment	Math	Literacy	Mixed
Wednesday	Snack	Homework	Math	Literacy	Wellness	Enrichment	K
	Snack	Homework	Literacy	Wellness	Enrichment	Math	1 st
	Snack	Homework	Wellness	Enrichment	Math	Literacy	2 nd
	Snack	Homework	Enrichment	Math	Literacy	Wellness	Mixed
Thursday	Snack	Homework	Enrichment	Math	Literacy	Wellness	K
	Snack	Homework	Wellness	Enrichment	Math	Literacy	1 st
	Snack	Homework	Literacy	Wellness	Enrichment	Math	2 nd

	Snack	Homework	Math	Literacy	Wellness	Enrichment	Mixed
--	-------	----------	------	----------	----------	------------	-------

Snack, homework, math, literacy, and enrichment activities are held in the dedicated space in the school. Wellness activities, which includes cooking classes as well as kinesthetic activities are held in the community center (located on-site).

The *Make Things Happen!* 21st CCLC program design is based on a variety of data that identified student/parent needs, including multiple assessments, non-cognitive data, and current programming for grades 3 -5. It will provide academic support services for students in grades K – 2 performing below level in reading and math on MAP assessments. Daily academic intervention will be based upon diagnostic assessment data. Students will participate in daily reading and math lessons teaching skills and concepts using high quality, research- and evidenced-based programs, tutoring, homework support, CCR activities, and enrichment activities.

3.3. Provides definite timelines for implementing these programs and services.

The 21st CCLC program implementation time is as follows:

Table 10. Timeline for Program Implementation, including Student Services & Programs	
Month	Program/Service/Activity
May/June 2018	Notification of funding, MOA signed by KDE & District; Notify co-applicant & partners; Post project positions; Notify Advisory Board; Program publicity;
July 2018	Funds accessible; KDE trainings begin: Level I, APLUS Data training, etc.; recruit volunteers; employ 21 st CCLC staff; Summer programming for students
August - May	Enrollment of students (including required parental permission forms, e.g., data collection & coordinating services with partners); Program & services begin for students
September - May	Family educational programs & skill-building activities offered, including parent engagement in education, family literacy, financial literacy, job skills, cooking,
Years 2 - 5	Before & after school programs, family programs/activities, & summer programs continue
Quarterly	Advisory Council meets; program data is reviewed; revisions made as appropriate; Quarterly Data Review Reports, Quarterly Reimbursement Request

Annually	APR, other reports as required; KDE state-wide or regional trainings, directors meetings, multi-state conference
On-going	KDE Reviews, quality visits, desk review, compliance monitoring, etc.; Data collection, data entry into A Plus; Professional development; Program expansion and sustainability plans reviewed & revised as appropriate

3.4. Describes the process of identifying students and prioritizing enrollment.

Priority for enrollment in the *Make Things Happen!* 21st CCLC program will be given to those students in grades K – 2 scoring at the 25th percentile or below on MAP Reading and/or Math. Once priority enrollment is completed, any student in the targeted population may enroll, including private/home schooled students. Private and home school students must meet the same priority criteria as do students in the school.

3.5. Describes the method for including students who are enrolled in private schools.

The district sent a letter to all private schools and home school representatives in the county, inviting them to a meeting to discuss the 21st CCLC grant. In this letter, they were also invited to complete an online survey regarding what needs they have identified and their interest level in having their children and family participate. None of the attendees lived in the school neighborhood, however, upon notification of funding, announcements will be made via electronic media to notify private/home schools their children are eligible to attend, the location, and the hours of operation of the program.

3.6. Describes the safety and accessibility of the program site.

Services/programs are provided within the school and so meet all safety guidelines as well as those of accessibility. There are already established safety plans and procedures (including fire, tornados, intruders) for both the school and the Community Center; staff will be familiar with both (there will be significant overlap, but there are always variations among organizations). After school staff will have cell phones (parents will have these phone numbers) and will have student information as to who is allowed to pick up students from the program, transportation information, and

medical information (e.g. allergies). Staff members will maintain certification in First Aid and CPR. The school has an established set of check-out procedures to ensure students are safe when they leave the school. All exit/entrance doors remain locked at all times. The building is accessible to those with special needs.

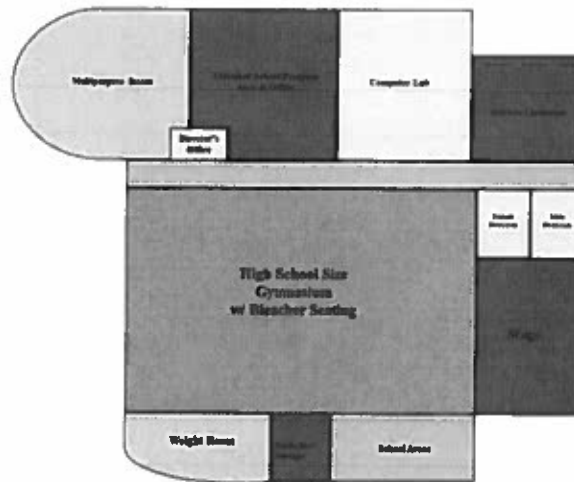
3.7. *Provides timelines for practicing emergency drills in the afterschool program.*

The after-school program will use the same emergency drills schedule as the school, according to the school emergency management plan. Fire evacuation drills will occur monthly. Lockdown facility drills will be practiced within the first month of each semester session. Severe weather drills will be held each month beginning in January through April. Our co-applicant, the on-site community center conducts on-site emergency drills multiple times per year in which 21st CCLC students will participate. Fire drills take place in the spring, summer, winter and fall. Other drills, including severe weather and lockdown drills, are conducted once per year.

3.8. *Describes, in detail, the facility in which the program will be provided.*

Services/programs are provided within the school in dedicated spaces and in the school/community center facility, which is in the same building.

The *Make Things Happen!* 21st CCLC program will utilize both the school and community center portions of the facility, so there will always be sufficient space for program activities, regardless of other school/community center activities. Following is the floor plan of the community center portion of the facility; the school portion is attached but not shown in this diagram.



Floor plan of the Community Center section of the facility

3.9. Describes how the program will address transportation. (3 pts., .54 page)

Our school is a true neighborhood school, where the large majority of students live directly in the surrounding neighborhood. Most students live within one mile of the school. Typically, when students reside within one mile of a school, our district does not provide transportation. However, due to the high crime rate in the neighborhood, our district provides two buses for our students. The close proximity of our families allows for easy access to school programs. In our current program, all students walk home or are picked up by parents. As our expansion will serve K – 2 students, we will have designated locations in the neighborhood to meet students and walk with them to the school. Staff will be assigned landmarks in the neighborhood to meet students. Students who do not walk will be transported by parents/families. We are fortunate to serve a population that lives extremely close to the school. The majority of families walk to most school events.

Part Four: Collaboration & Partnership

4.1. Demonstrates coordination with existing programs & describes the roles of the partners.

The school consistently coordinates with existing federal, state, and local programs in providing services to its students; including district Title One, Safe Schools, Family Resource Center, and Extended School Services programs.

Table 12. Coordination with Existing Federal, State, & Local Programs

Partner	Examples of coordinating program / services
Co-applicant: Division of Parks & Recreation	Community Center, licensed child care center, skill-building activities for parents, STEM enrichment activities, summer programming, etc.
E7 Kids Café	Provide tutoring and mentoring to students
Family Resource Center	Vegetable & flower gardening, referrals to services, parent/family workshops, health & nutrition activities
Food Chain	Teach students how to prepare nutritional meals, safely handle foods, cooking instruction, integration of math & literacy
The Nerd Squad	Provides interactive sessions in technology & science
Local Arts & Sciences Center	The Art Explorers after-school program

During development of the expansion plan, school staff met regularly with a variety of stakeholders, many of whom serve on the current *Make Things Happen!* 21st CCLC program advisory council, which meets regularly to review data and feedback on the program and how it is progressing in meeting its goals and objectives. They also recommend activities to promote its continued success. Surveys will be conducted with annually to ensure continuity and on-going feedback. During school events, 21st CCLC staff will discuss the project with parents/family members to gather feedback. Participation logs and evaluation forms from school activities will be used for further enhancement of the project.

4.2. Describes a minimum of 6 meaningful skill building activities for parents & families.

Meaningful activities our parents and families will participate in include:

1. Promoting literacy in the Home - Parents will learn about the English Language Arts Standards and leave with activities to use at home to promote literacy.
2. Science Night- Parents will learn about the Next Generation Science Standards and students will share their application of the standards through projects they've developed.
3. Promoting math skills at home- Parents will learn about the Math Standards and go home with activities for the home that incorporate math.
4. African American History Program- Parents will learn Social Studies Standards and students will present a Living History Museum of important African American leaders.
5. Community Arts Showcase- Parents will learn Arts and Humanities Standards and students will demonstrate performance elements of the Arts through Dance, Music, Drama, and Visual Art. Community Arts groups will perform as well.

6. Career Fair- Parents will be able to meet with area employers, learn about job opportunities, and explore opportunities to develop job skills.
7. Promoting healthy eating & wellness at home
8. Promoting arts in the home
9. Financial literacy
10. GED programs
11. ESL programs
12. Job-skills workshops
13. Financial Literacy for parents and families
14. Community resources to support student success

4.3. Demonstrates that a diversity of perspectives is represented in the development and implementation of the program.

A diversity of perspectives was represented in the development of the 21st CCLC program and will continue to be during implementation. Those at the table included representatives from the school, the district, the co-applicant, and the advisory council (including local government, university, and business/industry) who will continue to be directly involved during implementation. As well as organizational, there was racial and gender diversity among members of the development committee. The Family Resource Center Director provided extensive input and support regarding family involvement and will continue to do so for the duration of the project. Public notice regarding the project was provided via the district and school's websites. A meeting was held with private and home school representatives for their input both in person and via survey.

4.4. Demonstrates ongoing support & collaboration between the applicant & its partners.

The table in section 4.1 above provides some detail regarding the community organizations who are current partners of the *Make Things Happen!* 21st CCLC program and who will be involved with this expansion. The school was built as a community school in a collaborative venture by the district, the local government, and the local Housing Authority with the school and a community center sharing space in one facility.

The local government's Division of Parks & Recreation has operated the Community Center and the state-licensed child care center since the school opened.

4.5. Demonstrates partners have a plan for continuing the program beyond grant funding.

With careful planning, our *Make Things Happen!* 21st CCLC program will continue beyond grant funding. Our co-applicant will continue to provide after school care in a state licensed school site. There are already structures in place for charging fees for families for either full week or partial week care as well as providing scholarships for families in need of financial assistance. No child will be turned away from the 21st CCLC program due to a family's inability to pay. This foundation will build sustainability for the continuation of our 21st CCLC program.

The greatest challenge for sustainability is addressing salaries for needed positions. At each Advisory Council meeting, a standing committee will report on the status of plans developed to address this need. Other school programs' funding streams will be closely examined to determine if there are overlapping missions, such as how ESS funds are supplying some of the costs for the after school certified teachers. Local organizations will be contacted to determine if they can financially assist with sustainability as the school is located in such a high crime area. The Advisory Council will develop plans to raise money, including seeking grant funds and possibly holding fundraisers.

4.6. Demonstrates plan for convening an advisory council and securing partners.

The *Make Things Happen!* 21st CCLC program's Advisory Council will oversee this expansion of the current program. This Council meets on at least a quarterly basis and reviews participation information and formative evaluation data (Council members sign confidentiality statements) for any adjustments that may be required, recruiting new partners, and help publicize the program. As new partners are brought into the program, they will be asked to participate on the Advisory Council or on a standing committee.

Our Advisory Council consists of parents, teachers, business leaders, and community leaders. These include a local university, the local Government, the Housing Authority, the East End Community Development Corporation, primary and intermediate school staff, a SBDM Council member, and PTA parents.

4.7. Describes the plan for collaborating and communicating with families.

The 21st CCLC staff members will provide ongoing communication with families about individual student needs and progress through the use of quarterly reports and two conferences. Quarterly reports will include attendance, ongoing assessment data from academic tutoring, the K – 3 literacy program, and homework completion as well as other relevant information. Staff will utilize a strengths model in reports to parents. These reports will provide parents an opportunity to provide feedback to the 21st CCLC staff about their student's after school programming. Progress conferencing will provide parents a review of student progress in the fall and in the spring. The 21st CCLC program will inform parents of struggling readers of available family literacy services at the school and in the community.

4.8. Describes the process for disseminating information about the program to the community.

Information, which will include the hours of operation, any associate fees (free for those than cannot pay), academic services provided, the availability of family literacy services for the parents of struggling readers, enrichments offered, educational opportunities for parents and families and contact information will be disseminated to the community in a variety of ways. The school will send home information to parents via letters and flyers. Administrators, faculty, and staff will discuss it in parent meetings. The program will be announced in the superintendent's newsletter as well as in community based newsletters. Advisory Council members will be asked to disseminate program information to their organizations and clients as appropriate. We will print informational flyers in Spanish and English (3rd grade reading level) which we will

distribute via community bulletin boards, neighborhood stores and groceries, and doctors' offices. But not all information will be print-based. Our co-applicant's staff members, school employees, and other partners will announce and discuss the program at every opportunity. The Family Resource Center Director will inform and promote the project to the families. Faith-based partners will be asked to announce the program at services. Information regarding all district 21st CCLC programs will be discussed at each meeting of the local Community Partners Leadership Team (CPLT), which consists of district/school staff members, community civic and non-profit organizations, private corporations, and postsecondary partners who have active partnerships with district schools.

4.9. *Signed Co-Applicant Agreement Letter attached. See attached.*

4.10. *Minimum of 5 signed Partner Agreement Letters attached. See attached.*

Part Five: Evaluation

Evaluation information will be collected on an ongoing basis for reports including the KDE quarterly reports and the federal APR report. Required data will be entered into the APLUS database. All partners in our 21st CCLC program will work with the state external evaluator and the Center for Evaluation and Education Policy (CEEP). Continuation progress reports will be submitted. All required reports will be submitted in a timely manner. The district's Department of Data, Research, & Accountability will work with the program coordinator and staff to conduct data analysis and evaluation.

5.1. *Has clearly established methods for measuring goals, objectives, and outcomes.*

The following qualitative and quantitative evaluation methods will be used to measure each of the following goals, along with its accompanying objectives, performance measures and outcomes (see Part 2.1., for goals with measurable objectives, performance measures/benchmarks, and outcomes.

Table 13. Methods to Measure Goals, Objectives, & Outcomes	
Goal	Method of Evaluation
Goal 1: Increase the academic achievements of regularly participating students.	Data analysis to determine amount of growth on assessments.
Goal 2: Improve non-cognitive indicators of success for regularly participating students.	Data analysis regarding changes in SAFE referrals, suspensions, & attendance rates.
Goal 3: Increase the number of students attending the program 30 days or more during the academic school year.	Data analysis regarding pre/post comparison of student/family surveys re # of students home without adult supervision; # of regularly participating students
Goal 4: Increase access to high quality programming.	Data analysis regarding whether evidence- & research-based programs were utilized.
Goal 5: Increase access to college/career preparation activities for middle & high school students.	Comparisons of pre/post student surveys to determine changes in college/career awareness
Goal 6: Increase educational opportunities for parents & families that support academic achievement.	Data analysis regarding levels of parent/family participation in programs & activities as well as program satisfaction.

5.2. Uses a variety of data sources to monitor & document ongoing program impact on individual student academic achievement and non-cognitive success.

The academic evaluation will include testing data from individual students, using assessments such as the Measures of Academic Progress (MAP), which is administered 3 times per year and the Developmental Reading Level (DRA); other district/school based formative assessments may also be used. Since grades K – 2 are being served through the expansion, K-PREP scores are not available.

Family and community members' successful involvement will be measured by participation in activities, workshops and educational programs. Evaluation sheets for each workshop will be completed at their conclusion. Additionally, surveys will be completed by parents, family, mentors, tutors and students at the end of each semester, assessing positive social interaction among students, improved discipline (in the form of fewer reported incidents), increased organizational skills, community/social interactions, and "feeling of belonging" among community members.

The collected evaluation data will be reviewed quarterly by the Advisory Council.

Table 14. Evaluation Data to be Collected	
Program Operation / Formative Data	Student Outcome Data
Attendance	Status of Goals, Objectives, Performance Measures
Activities & Sessions offered	Disciplinary & Suspension data
Events - advisory councils, parent/family events	Teacher / Student surveys
Staff / personnel professional development	Participant demographics
Community Partners activities	Student grades
Status of Goals / Objectives	Student assessments (MAP, DRA)
Teacher / Student / Parent surveys	
Parent /Family skill building activities/classes	

5.3. Describes how data will be used for whole-program improvement.

All data sources will be used to plan for whole-program improvement. Analysis of all reading and math data (MAP, DRA, and other assessments) will determine overall effectiveness of academic program implementation. These results will be used to adjust size of groupings for instruction, scheduling of after school activities, and PD for staff.

Evaluation of family and community involvement data will be used in determining future programming for parent workshops and classes Behavior data, attendance data, and analysis of semester surveys pertaining to student social skills will be used to enhance behavior programs to promote positive social interactions between staff and students, between student peers, and between volunteers and students.

5.4. Addresses what to do if adequate student progress is not made based on the mid-year measure.

The Advisory Council will review mid-year measures data and if adequate student progress is not being made will review program implementation information to determine possible revisions and the reasons for lack of progress. For example, student attendance will be examined to determine whether students are attending on a regular basis. Program component implementation will also be examined. Data will be reviewed on a quarterly basis for possible program revisions. Programs/activities with low attendance may be replaced with others.

Reading and math progress will be monitored to make sure those programs are implemented effectively. If not, adjustments will be made. Examples of potential adjustments are altering groupings, revising activities, offering alternative activities, and others. Parent and family participation will also be monitored and adjustments regularly made to improve participation and to ensure that needs are being addressed. Program staff members will work with the KDE to make any needed revisions.

5.5. Identifies a lead person and system to collect required data that supports evaluation of student progress, program implementation, & to ensure compliance with data reporting.

The current *Make Things Happen! 21st* CCLC program coordinator is responsible to ensuring that all required data are collected for evaluation of student progress and program evaluation. She will work with project staff, all partners, and staff in the district's Office of Data, Research, & Accountability to ensure this for the current program as well as this proposed expansion. The Advisory Council will review the collected and analyzed data on an ongoing, regular basis.

Part Six: Budget

6.1. The cost of the proposed activities in relation to the number of students served.

The *Make Things Happen! 21st* CCLC program anticipates serving 50 students annually at cost per head of \$2,000 in grant funds. The cost for serving 50 students and 50 family members is \$1,000 per person in grant funds. Costs detailed in the attached budget will sufficiently address the needs of the 50 additional students and 50 parents/family members anticipated to participate on a regular basis.

6.2. Describes the process for maintaining separate accounting of funds for 21st Century dollars and for tracking time & effort of employees.

The District follows established accounting procedures using the state mandated accounting software MUNIS. All funds flow through the district finance office, with the grant accounting department overseeing all grant funds. Budget managers are established for each grant; the Project Manager/Coordinator will serve as the budget

manager for this project. Purchase orders (written by budget managers and approved by administration) are used to make purchases and invoices are paid through the district's finance office. Each grant award is assigned its own unique project code for proper tracking and monitoring. Grant paid employees are required to complete and sign monthly time and effort logs which are approved by a supervisor.

6.3. The applicant's administrative capacity to successfully manage a grant program.

The district has the capacity to successfully oversee the project with extensive experience in successfully implementing federally funded grants. In addition to formula grants such as Title 1, the district has been awarded numerous federal discretionary/competitive grants. The district has been awarded many grants by KDE, including 21st CCLC grants. The working budget for the District in 2017-18 was more than \$400 million dollars. The District is subject to applicable Edgar regulations and to the Single Audit Act; it is audited yearly by an independent CPA firm. This ensures Fiscal control; accounting procedures ensure prudent use, proper disbursement, and accurate accounting.

6.4. Includes a detailed budget narrative that itemizes the specific uses of funds. Attached.

6.5. Allocates sufficient fiscal resources & other funds needed to support implementation of the plan with a commitment to sustained use over time & ensures compliance with requirements for supplanting.

While 21st CCLC funding is significant, it is not enough in itself to fund all aspects of the project. Resources provided by the school, district, and partners are essential to support program opportunities. The partners will contribute resources that will help ensure successful implementation. Additional funding will be actively sought to continue the program as grant funds sunset. As more partners are brought into the program, it will help ensure both sustainability and expansion. Planning for sustainability will be an agenda item on each Advisory Council meeting. The school will provide program space and administrative oversight resources at no cost. The district will contribute project

management support from multiple departments. The grants management team, a multi-departmental team, will provide extensive post-award support to project personnel. The district's Department of Data, Research, & Accountability will assist with collecting and analyzing evaluation data. The programs and activities will not supplant any activities, but rather expand or supplement. The advisory council will monitor grant activities to ensure none of them supplant other activities.

Part 7: Priority

- *Absolute Priority:* The applicant serves a school identified for improvement under Title I, Part A, Section 1116 and is submitted jointly with (1) one or more local school districts receiving funds under Title I, Part A and (2) one or more public, private, or community/faith-based organizations.

7.1. *Additional Competitive Priorities: Continuation Grants: N/A*

21st Century Community Learning Centers Budget Summary

Budgeted items are only proposed amounts and subject to final KDE review and approval.

Budget Category	Year One (2017-2018 School Year)		Year Two (2018-2019 School Year)		Year Three (2019-2020 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel School & Summer	\$37,106		\$37,106		\$37,106	
Fringe Benefits	\$7,738		\$7,738		\$7,738	
Travel (program staff)	\$3,066		\$2,066		\$2,066	
Equipment	\$0		\$0		\$0	
Supplies/Materials	\$6,500		\$7,500		\$7,500	
Parent/Family Engagement (1%)	\$1,500		\$1,500		\$1,500	
Contractual	\$23,810		\$23,810		\$23,810	
Indirect Cost	\$5,280		\$5,280		\$5,280	
Summer Programming	\$6,000		\$6,000		\$6,000	
Transportation (School Year, Summer, Field Trips)	\$9,000		\$9,000		\$9,000	
Other (specify) Co-applicant services		\$21,200		\$21,200		\$21,200
Volunteers (\$8.00/hour-in-kind only)		\$1,088		\$1,088		\$1,088
Yearly Totals Grant and In-Kind Funds	\$100,000	\$22,288	\$100,000	\$22,288	\$100,000	\$22,288

*Note: Grants funds cannot be used to purchase facilities or support new construction.
Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.*

Budget Narrative Format

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.

YEAR ONE

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel	\$ 37,106
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of 2 school-day certified teachers must work in the program a minimum of 8 hours each per week (16 hours).</p> <p><u>Project Coordinator</u>: no charge to the expansion grant, the Coordinator of the current program will also oversee the expansion program. <u>Certified teachers (2+) providing instruction/tutoring out-side of school time during school year</u>. 16 hrs. @ 34 wks. @ Avg. of \$34/hr. = \$18,496. <u>Certified teachers (2+) providing instruction/tutoring during the summer program</u>. 100 hrs. @ Avg. of \$34/hr. = \$3400. <u>Planning time for certified teachers during the after-school program</u> (2 hrs. planning for 8 hours of instruction): 4 hours of planning per week @ \$25/hr. @ 34 wks. = \$3400. <u>Planning time for certified teachers (2) during the summer program</u> (2 hrs. planning for 8 hours of instruction): 2 @ 25 hours of planning @ \$25/hr. = \$1250. <u>Professional learning for 2 certified teachers</u> @ 12 hrs. /annually paid at \$25/hr. = \$600. <u>4 paraprofessionals working with the after-school program</u> @ 4 hrs. /wk. @ 34 wks. @ an est. \$15/hr. = \$8160. <u>2 paraprofessionals working with the summer program</u> @ 15 hrs. /wk. for 4 wks. @ an est. \$15/hr. = \$1800.</p>	
2. Fringe Benefits	\$7,738
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <p>FICA (6.2%) = \$617; Medicare (1.45%) = \$538; KTRS Retirement (16.105%) = \$4,308; CERS Retirement (18.68%) = \$1,861; Unemployment (~0.25%) = \$124; Workers Compensation (0.8%) = \$290.</p>	
3. Travel (Staff)	\$3,066
<p>In state – You <u>must</u> allocate funds for at least 2 project staff to attend mandated trainings as outlined on page 39. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at \$115 per night and per diem at breakfast = \$7, lunch=\$8, and dinner=\$15.</p> <p>Out-of-State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p> <p>(Continued on next page)</p>	

On-the-job travel: miles @ .42 per mile (estimated) Paid via approved reimbursement rates.	\$ 100
Program Coordinator Travel to required trainings and meetings in KY - includes annual directors meeting: estimated at 100 miles r/t @ .42 per mile @ 5 meeting days = \$210	\$ 210
One-time Trainings - (Required in the first year of the grant cycle or for new directors and/or site coordinators upon hire) •Program Orientation (1 day), •Level I 21st CCLC (2 days), •Summer Learning training, Part I & II (conditional requirement), •APlus Data training/s (grantees must send appropriate staff	\$ 1,000
Multi-State Conference annually- Registration Estimated @ \$200/person (2)	\$ 400
Mileage -(estimated to be similar distance to Indianapolis, IN or Nashville, TN)- estimated 400+ mile r/t @ \$0.42 per mile; \$168	\$ 168
Lodging- \$150 per night - 3 nights - 2 rooms	\$ 900
Per Diem - \$36/day B/L/D - 2 @ 4 days	\$ 288
4. Equipment	\$0
Itemize items and cost of each.	
5. Supplies/Materials	\$6,500
Itemize items and cost of each.	
Printing	\$ 500
Materials and supplies for homework help and enrichment (arts, recreation, etc.)	\$ 2,000
Literacy & Math Instruction/Intervention curricula	\$ 2,000
Software	\$ 2,000
6. Parent/Family Engagement Activities	\$1,500
Minimum: 1% of budget	
Materials & supplies for various parent engagement and skill-building workshops, including using IC, family literacy, job skills = \$1,500	
7. Contractual	\$23,810

Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc...	
Partner:	
Cooking classes for students <i>(NO food for the cooking class will be purchased with grant funds)</i>	\$ 2,000
Partner	
Instructors (2) \$36 per hour x 130 hours	\$ 9,360.00
Assistant Instructor (1) \$16 per hour x 125 hours	\$ 2,080.00
Guest Artists Honoraria \$225 per artist x 8 artists	\$ 1,800.00
Materials and supplies \$150 per week x 16 weeks	\$ 2,400.00
<i>Materials and supplies would include materials for art activities for about 30 students, including clay, paper, fiber, brushes, paint and other materials. Materials and supplies would also include hangers and cables for the exhibition of students' art.</i>	
Celebration Nights (2) \$9 x 65 people in attendance	\$ 1,170.00
<i>Expenses for Celebration Nights would include certificates for students, materials for activities that take place (NO food for the cooking class will be purchased with grant funds), and gift bags for students that will include information and activities that can support arts engagement at home.</i>	
TOTAL	\$16,810.00
	\$ 16,810
Co-applicant:	
Scholarships for students whose families cannot afford to pay after-school care & materials for student and families programs	\$ 5,000
8. Indirect	\$5,280
Itemize administrative expenses such as phones, postage, advertising, etc.)	
The district's KDE approved restricted rate: 5.28% of grant requested funds.	
9. Summer Programming (supplies/materials)	\$6,000
Summer program: materials and supplies for academics and enrichment (arts, recreation, etc.)	\$ 4,000
Summer program: Literacy & Math Instruction/Intervention curricula	\$ 2,000
10. Transportation (School Year, Summer, Field Trips)	\$9,000
Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)	
Instructional field trips	\$ 3,000
After-school activities transportation	\$ 6,000
9. Other (Specify and Itemize)	\$0

In-kind:

Co-applicant:

Staff:

4 staff @ \$10.00 per hour (4) hours a day for 6 weeks =\$1,200.00 for 4 staff =\$4,800.00

Supplies for Arts and Crafts, Kid Cooking Classes, Community Gardening, Books for Book Club

\$400.00 craft supplies

\$650.00 Food and Supplies for Cooking Class and snacks for workshops (Girls Group, Boys Group, Book Club)

\$350.00 Supplies for Gardening/Summer Seeds activity

Subtotal for In Kind= 4,800.00+ 1,400.00 = \$ 6,200.00

Partner:

The partner organization's in-kind contributions will include:

- 1) the salaried time that the organization's director and other members of the staff contribute to planning the after-school program, hiring instructors, coordinating the implementation of the program, ordering and maintaining supplies, and preparing the art exhibitions and Celebrations Night events, and other activities that support the program.
- 2) materials and supplies that the organization already has on hand, or will purchase for many of the after-school art activities.
- 3) equipment, such as the ceramics kiln, which will be used to fire students' pottery.
- 4) use of the organizations facilities for two exhibitions of students' art.
- 5) use of the organization's facilities for Celebration Nights, which will involve the salaried time of staff, janitorial services, and other expenses.

Subtotal In-kind = \$15,000

Volunteers: \$8/hr. Estimated 4 hours per month @ 34 weeks = 136 hrs. = \$1,088.

Grant total In-kind: \$22,288

TOTAL REQUESTED =

\$100,000

YEAR TWO

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel	\$37,106

Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of 2 school-day certified teachers must work in the program a minimum of 8 hours each per week (16 hours).

Project Coordinator: no charge to the expansion grant, the Coordinator of the current program will also oversee the expansion program. Certified teachers (2+) providing instruction/tutoring out-side of school time during school year. 16 hrs. @ 34 wks. @ Avg. of \$34/hr. = \$18,496. Certified teachers (2+) providing instruction/tutoring during the summer program. 100 hrs. @ Avg. of \$34/hr. = \$3400. Planning time for certified teachers during the after-school program (2 hrs. planning for 8 hours of instruction): 4 hours of planning per week @ \$25/hr. @ 34 wks. = \$3400. Planning time for certified teachers (2) during the summer program (2 hrs. planning for 8 hours of instruction): 2 @ 25 hours of planning @ \$25/hr. = \$1250. Professional learning for 2 certified teachers @ 12 hrs. /annually paid at \$25/hr. = \$600. 4 paraprofessionals working with the after-school program @ 4 hrs. /wk. @ 34 wks. @ an est. \$15/hr. = \$8160. 2 paraprofessionals working with the summer program @ 15 hrs. /wk. for 4 wks. @ an est. \$15/hr. = \$1800.

2. Fringe Benefits

\$7,738

List benefit and estimated cost or portion of cost for each staff person employed through the grant.

FICA (6.2%) = \$617; Medicare (1.45%) = \$538; KTRS Retirement (16.105%) = \$4,308; CERS Retirement (18.68%) = \$1,861; Unemployment (~0.25%) = \$124; Workers Compensation (0.8%) = \$290.

3. Travel (Staff)

\$2,066

In state – You must allocate funds for at least 2 project staff to attend mandated trainings as outlined on page 39. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at \$115 per night and per diem at breakfast = \$7, lunch=\$8, and dinner=\$15.

Out-of-State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.

On-the-job travel: miles @ .42 per mile (estimated) Paid via approved reimbursement rates. \$ 100

Program Coordinator Travel to required trainings and meetings in KY - includes annual directors meeting: estimated at 100 miles r/t @ .42 per mile @ 5 meeting days = \$210 \$ 210

Multi-State Conference annually- Registration Estimated @ \$200/person (2) \$ 400

Mileage -(estimated to be similar distance to Indianapolis, IN or Nashville, TN)- estimated 400+ mile r/t @ \$0.42 per mile; \$168 \$ 168

Lodging- \$150 per night - 3 nights - 2 rooms \$ 900

Per Diem - \$36/day B/L/D - 2 @ 4 days \$ 288

4. Equipment

\$

Itemize items and cost of each.

5. Supplies/Materials

\$7,500

Itemize items and cost of each.	
Printing	\$ 500
Materials and supplies for homework help and enrichment (arts, recreation, etc.)	\$ 3,000
Literacy & Math Instruction/Intervention curricula	\$ 2,000
Software	\$ 2,000
6. Parent/Family Engagement Activities	\$2,000
Minimum: 1% of budget	
7. Contractual	\$23,810
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc...	
Partner:	
Cooking classes for students (<i>NO food for the cooking class will be purchased with grant funds</i>)	
Partner	\$ 2,000
Instructors (2) \$36 per hour x 130 hours	\$ 9,360.00
Assistant Instructor (1) \$16 per hour x 125 hours	\$ 2,080.00
Guest Artists Honoraria \$225 per artist x 8 artists	\$ 1,800.00
Materials and supplies \$150 per week x 16 weeks	\$ 2,400.00
<i>Materials and supplies would include materials for art activities for about 30 students, including clay, paper, fiber, brushes, paint and other materials. Materials and supplies would also include hangers and cables for the exhibition of students' art.</i>	
Celebration Nights (2) \$9 x 65 people in attendance	\$ 1,170.00
<i>Expenses for Celebration Nights would include certificates for students, materials for activities that take place (NO food for the cooking class will be purchased with grant funds), and gift bags for students that will include information and activities that can support arts engagement at home.</i>	
TOTAL	\$16,810.00
Co-applicant:	\$ 16,810
Scholarships for students whose families cannot afford to pay after-school care & materials for student and families programs	\$ 5,000
8. Indirect (5% maximum)	\$5,280
Itemize administrative expenses such as phones, postage, advertising, etc.)	
The district's KDE approved restricted rate: 5.28% of grant requested funds.	
9. Summer Programming (supplies/materials)	\$5,000

Summer program: materials and supplies for academics and enrichment (arts, recreation, etc.)	\$ 3,000
Summer program: Literacy & Math Instruction/Intervention curricula	\$ 2,000
10. Transportation (School Year, Summer, Field Trips)	\$9,000
Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)	
Instructional field trips	\$ 3,000
After-school activities transportation	\$ 6,000
9. Other (Specify and Itemize)	\$0
<p>In-kind:</p> <p>Co-applicant:</p> <p><u>Staff:</u></p> <p>4 staff @ \$10.00 per hour (4) hours a day for 6 weeks =\$1,200.00 for 4 staff =\$4,800.00</p> <p><u>Supplies</u> for Arts and Crafts, Kid Cooking Classes, Community Gardening, Books for Book Club</p> <p>\$400.00 craft supplies</p> <p>\$650.00 Food and Supplies for Cooking Class and snacks for workshops (Girls Group, Boys Group, Book Club)</p> <p>\$350.00 Supplies for Gardening/Summer Seeds activity</p> <p>Subtotal for In Kind= 4,800.00+ 1,400.00 = \$ 6,200.00</p> <p>Partner:</p> <p>The partner organization's in-kind contributions will include:</p> <ol style="list-style-type: none"> 1) the salaried time that the organization's director and other members of the staff contribute to planning the after-school program, hiring instructors, coordinating the implementation of the program, ordering and maintaining supplies, and preparing the art exhibitions and Celebrations Night events, and other activities that support the program. 2) materials and supplies that the organization already has on hand, or will purchase for many of the after-school art activities. 3) equipment, such as the ceramics kiln, which will be used to fire students' pottery. 4) use of the organizations facilities for two exhibitions of students' art. 5) use of the organization's facilities for Celebration Nights, which will involve the salaried time of staff, janitorial services, and other expenses. <p>Subtotal In-kind = \$15,000</p> <p>Volunteers: \$8/hr. Estimated 4 hours per month @ 34 weeks = 136 hrs. = \$1,088.</p> <p>Grant total In-kind: \$22,288</p>	
TOTAL REQUESTED =	\$100,000

YEAR THREE

BUDGET CATEGORY	AMOUNT REQUESTED
-----------------	------------------

1. Personnel	\$37,106
Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of 2 school-day certified teachers must work in the program a minimum of 8 hours each per week (16 hours).	
<p><u>Project Coordinator</u>: no charge to the expansion grant, the Coordinator of the current program will also oversee the expansion program. <u>Certified teachers (2+) providing instruction/tutoring out-side of school time during school year. 16 hrs. @ 34 wks. @ avg. of \$34/hr. = \$18,496. Certified teachers (2+) providing instruction/tutoring during the summer program. 100 hrs. @ Avg. of \$34/hr. = \$3400. Planning time for certified teachers during the after-school program (2 hrs. planning for 8 hours of instruction): 4 hours of planning per week @ \$25/hr. @ 34 wks. = \$3400. Planning time for certified teachers (2) during the summer program (2 hrs. planning for 8 hours of instruction): 2 @ 25 hours of planning @ \$25/hr. = \$1250. Professional learning for 2 certified teachers @ 12 hrs. /annually paid at \$25/hr. = \$600. 4 paraprofessionals working with the after-school program @ 4 hrs. /wk. @ 34 wks. @ an est. \$15/hr. = \$8160. 2 paraprofessionals working with the summer program @ 15 hrs. /wk. for 4 wks. @ an est. \$15/hr. = \$1800.</u></p>	
2. Fringe Benefits	\$7,704
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
FICA (6.2%) = \$617; Medicare (1.45%) = \$538; KTRS Retirement (16.105%) = \$4308; CERS Retirement (18.68%) = \$1,861; Unemployment (~0.25%) = \$90; Workers Compensation (0.8%) = \$290.	
3. Travel (Staff)	\$2,066
<p>In state – You <u>must</u> allocate funds for at least 2 project staff to attend mandated trainings as outlined on page 39. Estimate the number of miles at the current state approved mileage reimbursement rate per mile per staff person. If overnight lodging is required, itemize lodging at \$115 per night and per diem at breakfast = \$7, lunch=\$8, and dinner=\$15.</p> <p>Out-of-State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p> <p>On-the-job travel: miles @ .42 per mile (estimated) Paid via approved reimbursement rates. \$ 100</p> <hr/> <p>Program Coordinator Travel to required trainings and meetings in KY - includes annual directors meeting: estimated at 100 miles r/t @ .42 per mile @ 5 meeting days = \$210 \$ 210</p> <hr/> <p>Multi-State Conference annually- Registration Estimated @ \$200/person (2) \$ 400</p> <hr/> <p>Mileage -(estimated to be similar distance to Indianapolis, IN or Nashville, TN)- estimated 400+ mile r/t @ \$0.42 per mile; \$168 \$ 168</p> <hr/> <p>Lodging- \$150 per night - 3 nights - 2 rooms \$ 900</p> <hr/> <p>Per Diem - \$36/day B/L/D - 2 @ 4 days \$ 288</p>	
4. Equipment	\$0
Itemize items and cost of each.	
5. Supplies/Materials	\$7,500

Itemize items and cost of each.	
Printing	\$ 500
Materials and supplies for homework help and enrichment (arts, recreation, etc.)	\$ 3,000
Literacy & Math Instruction/Intervention curricula	\$ 2,000
Software	\$ 2,000
6. Parent/Family Engagement Activities	\$2,000
Minimum: 1% of budget	
7. Contractual	\$23,810
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc...	
Partner:	
Cooking classes for students (<i>NO food for the cooking class will be purchased with grant funds</i>)	\$ 2,000
Partner	
Instructors (2) \$36 per hour x 130 hours	\$ 9,360.00
Assistant Instructor (1) \$16 per hour x 125 hours	\$ 2,080.00
Guest Artists Honoraria \$225 per artist x 8 artists	\$ 1,800.00
Materials and supplies \$150 per week x 16 weeks	\$ 2,400.00
<i>Materials and supplies would include materials for art activities for about 30 students, including clay, paper, fiber, brushes, paint and other materials. Materials and supplies would also include hangers and cables for the exhibition of students' art.</i>	
Celebration Nights (2) \$9 x 65 people in attendance \$ 1,170.00	
<i>Expenses for Celebration Nights would include certificates for students, materials for activities that take place (NO food for the cooking class will be purchased with grant funds), and gift bags for students that will include information and activities that can support arts engagement at home.</i>	
TOTAL \$16,810.00	\$ 16,810
Co-applicant:	
Scholarships for students whose families cannot afford to pay after-school care & materials for student and families programs	\$ 5,000
8. Indirect (5% maximum)	\$5,280
Itemize administrative expenses such as phones, postage, advertising, etc.)	
The district's KDE approved restricted rate: 5.28% of grant requested funds.	
9. Summer Programming (supplies/materials)	\$5,000

Summer program: materials and supplies for academics and enrichment (arts, recreation, etc.)	\$ 3,000
Summer program: Literacy & Math Instruction/Intervention curricula	\$ 2,000
10. Transportation (School Year, Summer, Field Trips)	\$9,000
Estimate mileage costs and includes related costs such as bus rental, bus drivers, etc.)	
Instructional field trips	\$ 3,000
After-school activities transportation	\$ 6,000
9. Other (Specify and Itemize)	\$0
<p>In-kind: Co-applicant: <u>Staff:</u> 4 staff @ \$10.00 per hour (4) hours a day for 6 weeks = \$1,200.00 for 4 staff = \$4,800.00 <u>Supplies</u> for Arts and Crafts, Kid Cooking Classes, Community Gardening, Books for Book Club \$400.00 craft supplies \$650.00 Food and Supplies for Cooking Class and snacks for workshops (Girls Group, Boys Group, Book Club) \$350.00 Supplies for Gardening/Summer Seeds activity Subtotal for In Kind= 4,800.00+ 1,400.00 = \$ 6,200.00</p> <p>Partner: The partner organization's in-kind contributions will include:</p> <ol style="list-style-type: none"> 1) the salaried time that the organization's director and other members of the staff contribute to planning the after-school program, hiring instructors, coordinating the implementation of the program, ordering and maintaining supplies, and preparing the art exhibitions and Celebrations Night events, and other activities that support the program. 2) materials and supplies that the organization already has on hand, or will purchase for many of the after-school art activities. 3) equipment, such as the ceramics kiln, which will be used to fire students' pottery. 4) use of the organizations facilities for two exhibitions of students' art. 5) use of the organization's facilities for Celebration Nights, which will involve the salaried time of staff, janitorial services, and other expenses. <p>Subtotal In-kind = \$15,000</p> <p>Volunteers: \$8/hr. Estimated 4 hours per month @ 34 weeks = 136 hrs. = \$1,088.</p> <p>Grant total In-kind: \$22,288</p>	
TOTAL REQUESTED =	\$100,000

BUDGET PAGE- New Applicants**PRICE FOR SERVICE:**

The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. **Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.**

Original Award Period (Year One) 2017-2018 School Year	Original Award Period (Year Two) 2018-2019 School Year	Original Award Period (Year Three) 2019-2020 School Year	Continuation Funding (Year Four) 2020-2021 School Year	Continuation Funding (Year Five) 2021-2022 School Year
\$150,000 max	\$150,000 max	\$150,000 max	\$125,000 max	\$100,000 max
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

BUDGET PAGE- Continuation Applicant or Expansion Applicant

Original Award Period (Year One) 2017-2018 School Year	Original Award Period (Year Two) – 2018-2019 School Year	Original Award Period (Year Three) – 2019-2020 School Year	Third Renewal Period (Year Four) – 5% decrease 2020-2021 School Year	Fourth Renewal Period (Year Five) – 5% decrease 2021-2022 School Year
\$100,000 max.	\$100,000 max.	\$100,000 max.	\$95,000	\$95,000
<u>\$100,000</u>	<u>\$100,000</u>	<u>\$100,000</u>	<u>\$95,000</u>	<u>\$95,000</u>

Attachments

- ✧ List of consortium members or partners
- ✧ Job descriptions of key personnel
- ✧ Equitable access and participation plan (GEPA)
- ✧ Signed Certifications Regarding Lobbying, Debarment, Suspension and Drug-Free Workplace Requirement form
- ✧ Completed Organizational Capacity Statement Form if applicant is a non-governmental agency
- ✧ Completed Prior Grantee History/Capacity Form if applicant is submitting a continuation or expansion grant application.
- ✧ Copy of most recent U.S. Department of Education Annual Progress Report (APR) summary or APlus data Summary Report if applicant is a 21st CCLC grantee whose funds have recently expired or a current grantee requesting additional funding to expand program.
- ✧ Program Summary and Abstract
- ✧ Site Summary and Abstract
- ✧ Co-Applicant Agreement
- ✧ Partner Agreements

List of consortium members or partners

Partners	Program / services
Co-applicant: Division of Parks & Recreation	Community Center, licensed child care center, skill-building activities for parents, STEM enrichment activities, summer programming, etc.
E7 Kids Café	Provide tutoring and mentoring to students
Family Resource Center	Vegetable & flower gardening, referrals to services, parent/family workshops, health & nutrition activities
Food Chain	Teach students how to prepare nutritional meals, safely handle foods, cooking instruction, integration of math & literacy
The Nerd Squad	Provides interactive sessions in technology & science
Local Arts & Sciences Center	The Art Explorers after-school program

Job descriptions of key personnel

JOB DESCRIPTION

TITLE: 21st Century Grant Program Manager

REPORTS TO: School Principal

SUPERVISES: NA

JOB FUNCTION Assumes responsibility for daily implementation of grant program requirements and programming, grant program management, and reporting of grant information as required by district, state and federal contacts as required. **Provides direct services to participating students and families.**

DUTIES AND RESPONSIBILITIES:

- Assisting School Principal and building-level program coordinators with daily implementation of the grant program.
- Monitoring/tracking the status of each program through its program life cycle;
- Notification to Grant Awarding Agencies of significant events required for changes in grant programs.
- Operates as the liaison between the Grant Accountant, Budget Manager, and Awarding Agency related to program compliance.
- Provide regular status reports on grant implementation in conjunction with grant accountant reports.
- Assist the School Principal with identifying opportunities to use the grant program as a conduit for meeting SB 168 and KCCT/NCLB goals.
- Performs site visits to verify compliance with staffing guidelines related to grant award agreements.
- Prepare &/or coordinate program reports for submission to the granting authority according to grant guideline schedules.
- Assist the Grant Accountant in assuring that expenditures support program objectives and that budgets submitted are consistent with original grant application.
- Prepare &/or help coordinate all applicable program reports for sponsored programs and ensure the timely submission thereof.
- Responsible for grant closeout, which includes assisting with assurance that all purchase orders will be paid &/or liquidated within 90 days of grant ending period and assurance that all expenditures (services &/or goods) were received within the grant award period.

- Perform other work-related duties as assigned.
- Maintain regular attendance.

EDUCATION AND EXPERIENCE

- Bachelor's degree required. Grants management and compliance experience preferred.

KNOWLEDGE

- Knowledge of federal regulations related to sponsored programs at local, state, and federal levels.
- Knowledge of personal computer based applications including word processing, spreadsheets, and databases.
- Knowledge of MUNIS-based budget management systems

ABILITIES:

- Ability to work with minimal supervision;
- Ability to work as an effective member of the Grants Management Team;
- Ability to communicate effectively orally and in writing;

Additional job descriptions

JOB DESCRIPTION

- A. **TITLE:** Classroom Teacher
- B. **REPORTS TO:** Building Principal
- C. **SUPERVISES:** Instructional Teacher Aide(s) and Classroom Volunteer(s) if available
- D. **JOB FUNCTION:** To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women.
- E. **PERFORMANCE RESPONSIBILITIES:**
1. Meets and instructs assigned classes in the locations and at the times designated.
 2. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
 3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
 4. Prepares for classes assigned, and shows written evidence of preparation upon request of immediate superior.
 5. Encourages students to set and maintain standards of classroom behavior.
 6. Guides the learning process toward the achievement of curriculum goals and establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.
 7. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
 8. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.

E. PERFORMANCE RESPONSIBILITIES (CONT.):

9. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
10. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of district specialists as required.
11. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
12. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
13. Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
14. Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
15. Plans and supervises purposeful assignments for instructional teacher aide(s) and volunteer(s) and, cooperatively with department heads, evaluates their job performance.
16. Strives to maintain and improve professional competence.
17. Attends staff meetings and serves on staff committees as required.
18. Performs other duties as assigned by building principal.

EDUCATION AND EXPERIENCE:

Minimum requirements: Bachelor's Degree in field of assignment.

LICENSES AND OTHER REQUIREMENTS:

Valid Kentucky Teaching Certification for area and grade level of assignment.

I have read and fully understand the foregoing job description and am aware of nothing that would prohibit my performing those duties in a competent, efficient manner.

Date: _____

Employee Signature

Supervisor Signature

Original Date: _____

Revision Date: 01/95

Revision Date: 02/98

Revision Date: _____

Equitable access and participation plan

The District makes every effort to comply with Federal and State laws in providing equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries with special needs. Towards this effort, the District's Board of Education has enacted Board Policy 09.13, *Equal Educational Opportunities*.

Two very important, identified documented needs that this *21st Century Community Learning Centers* proposal addresses are lack of academic success and high percentage of students from low-income homes, with limited access to technology, educational, and recreational resources. These needs are identified in The school's Comprehensive School Improvement Plan (CSIP).

The district is adamant in closing the achievement gaps and has created the Equity Council to hasten the process of closing the gap. In addition district/community collaborative ventures, the One Community One Voice Committee are focused on closing the achievement gap among all students in the district.

All students and their families are welcome to participate in program activities; all ethnicities, all socioeconomic levels, all cultures, immigrant and native born, all genders and students with and without disabilities.

Educational materials will be provided in formats that individuals can access; for example, a student may need materials translated into another language, or a blind student may need materials translated into Braille. As necessary, activities will be modified so that all students may participate to their capacity. This may mean showing a student who uses a wheelchair how to dance with their arms and in fact, use the wheelchair as a part of the dance routine or how to play wheelchair basketball.

These are only a few examples of the ways that the District will implement and comply with the Equitable Access and Participation Plan.

Signed Certifications

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining,

attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

William Wells Brown Elementary School

555 E. Fifth Street, Lexington, KY 40508

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ORGANIZATIONAL CAPACITY STATEMENT FORM

Required only for non-governmental agencies

Applications from a non-governmental agency will be screened to determine capacity to administer the program based on the information provided on this form.

1. Please include a copy of the following attached immediately behind this page:

- 501 (c)(3) approval;
- Agency organizational chart; and
- Proven fiduciary responsibility as demonstrated through annual audits. Please attach a copy of most recent audit.

2. Organizational history and structure including length of existence. Include general information about the governing body.

N/A

3. Previous experience with grant funding at the city, state, federal, or private/foundation level.

4. Previous experience in delivering educational or related services including a clear plan of communication and linkage with the school district and school site.

Prior Grantee History/Capacity Form

This section should only be completed by agencies who previously have received 21st CCLC grant funding. The form should reflect data from the most recent APR Center Profile provided by CEEP.

Most recent year of 21st CCLC grant funding:

Grade Level Served:

☒ **Elementary (K-5)** ☐ **Middle (6-8)** ☐ **High (9-12)** ☒ **Adult Family Members**

Year of Most Recent Center Profile: 2016-2017

Number of **Regular Participants** from most recent year's APR Center Profile: 74

No. of Students participating: 74 30-59 days _____ 60-89 days 12 90+ days 52

*Use data from the most recent CCLC Center Profile report

Please include a copy of the most recent Center Profile Please see following page

Program Effectiveness: *Based on data available, describe the prior grant's success in the following areas:*

We are currently in the 4th year of our 21st CCLC program at our school. We were approved to continue our program for the fourth and fifth years based on information and data provided to the Kentucky Department of Education in our continuation report.

The 2016-2017 Center Profile states the following information regarding our 21st CCLC program:

<u>Data</u>	<u>2016-2017 %</u>	<u>2015-2016 %</u>
Students attending 30+ days	86%	81%
Students attending 30-59 days	16%	14%
Students attending 60 or more days	70%	68%

Our student enrollment has increased by 5% this school year.

Student Improvement (academic, behavioral, social)

<u>Data</u>	<u>2016-2017 %</u>	<u>2015-2016 %</u>
<u>Reading Grades Reported</u>		
Students who maintained their reading/ ELA grades from the fall to spring	31%	28%
<u>Math Grades Reported</u>		
Students who maintained their math grades from fall to spring	38%	17%
<u>Participants struggling in reading in the fall grading period</u>		
Students who maintained their reading/ELA grades from the fall to spring	57%	8%
<u>Participants struggling in math in the fall grading period</u>		
Students who maintained their math grades		

from the fall to spring

44%

0%

We have seen a decrease in unexcused student absences as evidenced by data in our student information system, Infinite Campus; and parental engagement has increased according to sign-in sheets at family nights involving 21st CCLC students.

One of our goals is to increase by 30% annually the number of regularly participating students who demonstrate improvement on health/wellness factors via surveys (pre/midpoint/post). UK's "LexEngaged" college students and their professor come to the 21st CCLC program once a week to mentor students, and to discuss important issues such as: grades, bullying, and College and Career Readiness. UK's "Black Voices" college students come to WWB once a week to encourage students through mentoring and being "familiar" faces to students, to stress the importance of attendance, manners, health and fitness, grades and to occasionally motivate students through song.

We plan to offer more enrichment activities and workshops geared towards social behavior. We will start providing social skills instruction using Second Steps. WWB uses Second Steps during the school day. We will reteach or revisit those lessons in the 21st CCLC program.

Program Improvement (objectives met)

According to our attached 2016-2017 Center Profile, our 21st CCLC program continues to offer increasing numbers of academic programs and enrichment activities that are engaging to students and families.

The Program Director is in her second year with the program eagerly reviewing reports and data looking for way to improve the program.

2016-2017 Center Profile

Fayette County - William Wells Brown Elementary - Cycle 11

Total number of students attended	2016-2017	Prior Year (2015-2016)
Summer and School Year*	118	115
School Year	74	74

NOTE: Please refer to Table 1, on the third page of this profile for a description of how a *grade change*, a *high grade*, and a *struggling student* were determined for your site.

2016-2017 School Year Data	2016-2017 Frequencies	2016-2017 Percentages	Prior Year 2015-2016
School Year Participation			
Students attending 30+ days	64	86%	81%
Students attending 30-59 days	12	16%	14%
Students attending 60 or more days	52	70%	68%
Regular participants eligible for free/reduced lunch	63	98%	93%
Regular participants eligible for special education services	6	9%	10%
Program Outcomes for Regular School Year Participants			
Reading grades reported	n=64	100%	97%
Students who achieved high reading/ELA grades in the fall and spring	11	17%	19%
Students who increased their reading/ELA grades from the fall to spring	11	17%	52%
Students who decreased their reading/ELA grades from the fall to spring	22	34%	2%
Students who maintained their reading/ELA grades from the fall to spring	20	31%	28%
Math grades reported	n=64	100%	97%
Students who achieved high math grades in the fall and spring	9	14%	24%
Students who increased their math grades from the fall to spring	14	22%	55%
Students who decreased their math grades from the fall to spring	17	27%	3%
Students who maintained their math grades from the fall to spring	24	38%	17%
Teacher survey reported results**			
Students who improved homework completion	32	67%	93%
Students who improved their classroom participation	31	66%	84%
Students who improved academically	30	63%	90%
Program Outcomes for Regular School Year Struggling Participants			
Participants struggling in reading in the fall grading period	n=21	33%	22%
Students who increased their reading/ELA grades from the fall to spring	7	33%	92%
Students who decreased their reading/ELA grades from the fall to spring	2	10%	0%
Students who maintained their reading/ELA grades from the fall to spring	12	57%	8%
Participants struggling in math in the fall grading period	n=25	39%	26%
Students who increased their math grades from the fall to spring	12	48%	100%
Students who decreased their math grades from the fall to spring	2	8%	0%
Students who maintained their math grades from the fall to spring	11	44%	0%

2016-2017 School Year Program Characteristics		
Program Location (in school or offsite)***: within a school		
Number of parent/guardian and/or family members who attended activities	44	
Number of community partners	5	
Number of school day teachers (volunteer)	Fall: 0	Spring: 0
Number of school day teachers (paid)	Fall: 8	Spring: 1
Number of K-3 students receiving reading intervention	N/A	
Number of K-3 intervention students that met benchmark	N/A	
Summer 2016 Programming		
Number of weeks***	5 weeks	
Number of students served	64	

School Year Activity Types Offered			
Academic Activities***			
STEM (science, technology, engineering, math)	X	Credit Recovery	
		Homework Help	X
Reading Intervention	X	English Language Learner Support	
Literacy	X	GAP Reduction (Remediation/Acceleration)	
Tutoring		None	
College and Career Readiness Activities***			
Career/Job Training for Youth	X	Individual Learning Plan	
ACT or SAT Prep		Career Exploration	
		None	
Enrichment Activities***			
Life Skills, Gardening, Crafts	X	Global Learning (languages or international history)	X
Visual Arts	X		
Music & Drama	X	Community/Service Learning	X
Fitness	X	Mentoring	X
Health/Nutrition	X	None	
Adult Activities***			
Use of technology		Accessing Infinite Campus	
Family Literacy	X	Career/Job Training for Adults	X
Assisting with Homework		English Language Courses	
Communicating with Teachers		None	
Character Education Activities***			
Drug Prevention			
Counseling			
Violence Prevention	X		
Truancy Prevention			
Youth Leadership	X		
None			

Please see next page for Center Profile data notes.

DATA NOTES:

A complete statewide dataset was provided to CEEP by Cayen Systems, Inc. The first request was made on August 28, 2017 and subsequent requests between September 12, 2017 and October 12, 2017.

Site level data are compared to data from the prior year if programming was provided in that year.

In some cases, percentages round to 0 (e.g., 1 out of 300).

Students with unknown grade level, special education, and free/reduced lunch specifications are included in the analysis. For example, in the Cayen system, grantees may select "unknown" as a designation in these categories.

* The total # of summer and school year students does not equal the total # of summer students plus the total number of school year students because students may have attended both.

**The Teacher Survey represents the proportion of students who improved behavior relative to the number of students rated as needing to improve. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations.

***Data is self-reported and comes from the KY 21st CCLC Data Verification 16-17 Form that was administered to grantees.

Table 1. Grade Scale Types and Thresholds for Analysis

Scale Type	Grade Change Parameters	High Grade Threshold	Struggling Student Threshold
100 point scale Note: If a student earned below a 60 in both the fall and spring they were designated as maintaining their grade.	+/-10 or more points	93 or above in the fall and spring	76 and below in the fall
13 point scale Example: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F	+/-2 or more points	A or A+ in the fall and spring	C and below in the fall
11 point scale Example: A, A-, B+, B, B-, C+, C, C-, D, D-, F	+/-2 or more points	A in the fall and spring	C and below in the fall
5 point scale - standard Example: A-F	+/-1 or more points	A in the fall and spring	C and below in the fall
3 point scale Examples: Above Grade Level, On Grade Level, Below Grade Level	+/-1 or more points	3 in the fall and spring Example: Above Grade Level	1 in the fall Example: Below Grade Level
4 point scale Example: Exceeds Expectations, Meets Expectations, Showing Improvement, Area of Concern	+/-1 or more points	4 in the fall and spring Example: Exceeds Expectations	2 and below in the fall Example: Showing Improvement
5 point scale - nonstandard Example: Excellent, Satisfactory +, Satisfactory, Satisfactory -, Unsatisfactory	+/-1 or more points	5 in the fall and spring Example: Excellent	2 and below in the fall Example: Satisfactory -
6 point scale Adv-2, Adv-1, Exp, Bel-2, Bel-1, Bel-K	+/-1 or more points	6 in the fall and spring Example: Adv-2	3 and below in the fall Example: Bel-2



**CENTER FOR EVALUATION
& EDUCATION POLICY**

1900 E. 10th Street, Bloomington, Indiana 47406

tel: 1.800.511.6575 **fax:** 1.812.856.5890 **web:** ceep.indiana.ed

Program Summary and Abstract

Contact Information: (If RFA is submitted jointly, this page may be copied for additional contact information.)	
Applicant Name (name of school/organization/entity/etc. applying for funds) Fayette County Public Schools / William Wells Brown Elementary	Applicant DUNS# 079676854
"Primary" Contact Person Jay Jones, Jr.	Title Principal
District or Organization Name (for contact person) William Wells Brown Elementary / Fayette County Public Schools	
Mailing Address (for contact person) 555 E. Fifth Street	Phone 859. 381.4990
City, State, and Zip Lexington, KY 40508	Fax: 859.381.3166
E-mail (for contact person) Jay.jones@fayette.kyschools.us	

Superintendent Information: (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information.	
Superintendent Name: Emmanuel Caulk	District Name: Fayette County Public Schools
Mailing Address 1126 Russell Cave Road	Phone 859.381.4104
City, State, and Zip Lexington, KY 40505	Fax 859.381.4323

Site Information: Complete one box for each site that will provide a 21st CCLC program. **No more than two sites**

Site Name: William Wells Brown Elementary
Principal Name: Jay Jones Jr.
Physical Site Address: 555 E. Fifth Street
City, State, and Zip: Lexington, KY 40508
Site Contact Person: Monica E. Davis
Site Contact Phone: 859-381-4990 x.22842
Site Contact E-mail: monica.davis@fayette.kyschools.us
Schools to be Served: William Wells Brown Elementary

Site Name
Principal Name:
Physical Site Address
City, State, and Zip
Site Contact Person
Site Contact Phone
Site Contact E-mail
Schools to be Served:

Program Summary and Abstract

- A. **List name of each school to be served** in table below. **For each school**, answer columns across the table. Font in this chart may be 8 pt.
- B. **Proposed # of students to be served on a regular basis should not be entire school enrollment.**

Specify: • Name of each <u>school</u> • Urban (U), • Rural (R), or • Suburban (S)	List <u>all</u> grade levels of students to be served	Data regarding the school/district attended by the students during the regular school day.					Proposed # of students to be served on a regular basis from the school**
		List site(s) at which the students from this school will be served if other than the school	District Name	School Type	*% Free or Reduced Cost Lunch	*Total school wide enrollment	
School: <input checked="" type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S	K, 1, 2		Fayette County Public Schools	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private	92%	365 (230 in K, 1, & 2)	50
School: <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private			

*** Must use data as reported to KDE on December 1, 2015**

****Programs must serve a minimum of 25% of the school enrollment or 50 students on a regular basis, whichever is less.**

B. Applicant is (please check one):

- ☒ Public School
☐ Non-Public School
☐ Community based Organization
☐ Faith Based Organization

C. Who will serve as the fiscal agent? (Specify the name of the school district or the agency/organization.)

Fayette County Public School District

D. Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds? ☒ yes ☐ no

If yes: ☒ Federal ☒ State
(month/year).

What date did (or will) award funding conclude: 09 / 2021

SITE SUMMARY AND ABSTRACT Part 1

Complete the following for EACH site. In case of multiple sites, copy page for each site.

Site Name: William Wells Brown Elementary

A. Will site be located in an elementary or secondary school building? ☒ yes ☐ no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school? N/A

If no, why is this site not located in a school building? N/A

If no, how will students be transported from school to site location? N/A

B. The proposed number of students to be served daily at the site in a school year is: 50

C. The expected number of regular attendees (30 or more days) is: 50
(Note that the minimum number of regular attendees must be no less than 25% of the school population or 50 attendees, whichever is less.)

D. The number of adult family members (of students served) this site is proposing to serve: 50

E.. Types of adult services to be provided:

☒ activities promoting parental involvement

☐ GED training

☒ activities promoting family literacy

☒ other, describe: Social Studies, Arts Humanities, Next Generation Science, Career Day

F. Complete the following table for school year program operations at this site:

The KDE requires that 21st CCLC programs offer services **a minimum of 12 hours per week**, with a required schedule of at least (4) four days per week, (3) three to (4) four hours per day when school is in session based on the services offered. The program must be in operation no less than 120 school days and four weeks in the summer.

	Before School (Times of Operation)		Afterschool (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday			2:40 pm	5:40 pm	3
Tuesday			2:40 pm	5:40 pm	3
Wednesday			2:40 pm	5:40 pm	3
Thursday			2:40 pm	5:40 pm	3
Friday			N/A		
Saturday			N/A		
Sunday			N/A		

SITE SUMMARY AND ABSTRACT Part 2

	Regular School Year	Summer
Total # hours/day	3	6.5
Total # days/week	4	4
Total # of weeks	35	6
First date of operation	__9__ / __5__ / __2018__	__7__ / __15__ / __2018__
Last date of operation	__5__ / __17__ / __2019__	__8__ / __6__ / __2018__

G. Specify beginning and ending time site is in operation other times of the year
(When school is not in session):

	Summer		Holidays		Breaks		Other, <i>Describe*</i>	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	9:00 am	3:30 pm	N/A	N/A	N/A	N/A	N/A	N/A
Tuesday	9:00 am	3:30 pm	N/A	N/A	N/A	N/A	N/A	N/A
Wednesday	9:00 am	3:30 pm	N/A	N/A	N/A	N/A	N/A	N/A
Thursday	9:00 am	3:30 pm	N/A	N/A	N/A	N/A	N/A	N/A
Friday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Saturday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Sunday	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

CO-APPLICANT AGREEMENT
Our School
 And
The Division of Parks and Recreation

Hereby enter into an agreement to enable the applicant, Our School, and co-applicant, The Division of Parks and Recreation, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Division of Parks and Recreation thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As the grant Co-Applicant, our organization agrees to provide the following contributions to the 21st CCLC program:

Co-Applicant Contribution Table

Contribution Description	Supports
Provide two skill-building activities for parents each year based on family surveys/needs.	Family Literacy
Promote program awareness during community events through organizations flyers, newspaper advertisements, radio announcements, etc.	Recruitment of students and families
Provide STEM enrichment activities twice per month for STEM Club. Materials included.	Academic Enrichment
During the summer months the Division of Parks and Recreation provides fun educational enrichment activities, physical fitness, and self-esteem and leadership development.	Academic Enrichment, physical fitness, and self-esteem and leadership development.
In Kind Services: Community Center Staff – 4 staff @\$10.00 hour (4) hours a day for 6 weeks = \$1,200.00 for 4 staff = \$4,800.00. <u>Supplies</u> for Arts and Crafts, Kid Cooking Classes, Community Gardening, Books for Book Club \$400.00 craft supplies \$650.00 Food and Supplies for Cooking Class and snacks for workshops (Girls Group, Boys Group, Book Club) \$350.00 Supplies for Gardening/Summer Seeds activity Total 400.00+650.00+350.00= 1,400.00 Grand Total for In Kind= 4,800.00+ 1,400.00 = \$ 6,200.00	

It is agreed by both parties that this Co-Applicant Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, The Division of Parks and Recreation will be notified immediately to begin the collaboration of services.

Co-Applicant/Partner Signature

Date

Applicant Signature

Date

PARTNER AGREEMENT

Our School
And
E7 Kids Café

Hereby enter into an agreement to enable the applicant, our school, our co-applicant, and E7 Kids Café, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

E7 Kids Café thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Description of Contribution	Supports
E7 Kids Café will provide tutoring and mentoring to our students daily. The individualized tutoring will demonstrate a reduction in Novice scoring for participating students.	Student educational opportunities – supporting skill building.

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, E7 Kids Café will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

11-16-17
Date


Applicant Signature

11-16-17
Date

PARTNER AGREEMENT
Our School
And
The Living Arts & Science Center

Hereby enter into an agreement to enable the applicant, our school, our co-applicant, and The Living Arts and Science Center, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

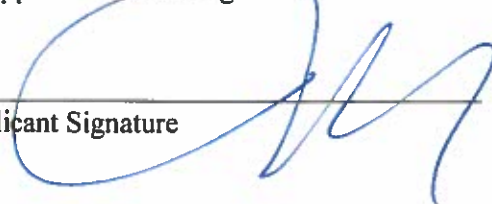
The Living Arts and Science Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Description of Contribution	Supports
<p>Students will use interactive and multi-disciplinary art as the means to improve their knowledge of and performance in Kentucky's Core Academic Standards in language arts and math for their grade level.</p> <p>The students will work directly with the Living Arts and Science professional educators, teaching assistants and local artists to create their own artwork that directly connects to corresponding Academic Standards. The Art Explorers program will seamlessly focus on in-school curriculum and testing. Teachers will engage the students in multi-disciplinary and interactive projects; guest artists will present their own work and inspirational activities.</p>	<p>Student educational opportunities – supporting skill building.</p>

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, the Living Arts and Science Center will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

11/16/17
Date


Applicant Signature

11-16-17
Date

PARTNER AGREEMENT

Our School
And
The Nerd Squad

Hereby enter into an agreement to enable the applicant, our school, our co-applicant, and The Nerd Squad, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).


The Nerd Squad thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Description of Contribution	Supports
Students will use interactive and multi-disciplinary methods in technology and science as the means to improve their knowledge of and performance in Kentucky's Core Academic Standards in science and math for their grade level. The students will work directly with the Nerd Squad professional educators and teaching assistants to create multiple STEM activities that directly connect to corresponding Academic Standards.	Student educational opportunities – supporting skill building. Increased knowledge of STEM.

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, the Nerd Squad will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

11/16/17
Date


Applicant Signature

11-16-17
Date

PARTNER AGREEMENT

Our School And Food Chain

Hereby enter into an agreement to enable the applicant, our school, our co-applicant, and Food Chain, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).


Food Chain thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Description of Contribution	Supports
Food Chain will provide information to students on how to prepare nutritional meals. Students will learn how to measure (math) and read recipes.	Student educational opportunities – supporting skill building.
Many students are at home with no supervision, Food Chain will instruct students on proper safety handling procedures while cooking.	Life skills.

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Food Chain will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature


Date


Applicant Signature


Date

PARTNER AGREEMENT
Our School
And
The Family Resource Center

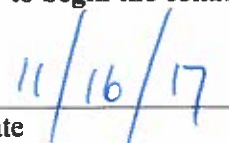
Hereby enter into an agreement to enable the applicant, our school, our co-applicant, and the Family Resource Center, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Family Resource Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Description of Contribution	Supports
Baby Sitting Certification quarterly during the school year	Youth development, life-skills
Vegetable & flower gardening, studying soil samples, building rain barrels & other enrichments	Life-skills, CCR, STEM
Parent/Family workshops, quarterly in the school library (receiving and sharing resources, homework help skills, communication skills, etc.).	Family educational opportunities supporting learning at home, skill-building, resources
Health & Nutrition Activities	Non-cognitive

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, the Family Resource Center will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature


Date


Applicant Signature


Date